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ABSTRACT

Many library administration methods for dealing with routine matters are suggested in this manual. It is addressed to administrators, teachers, librarianship students and especially school librarians and library technicians at all grade levels. School library philosophies, rationales and objectives are presented. A model philosophy and policy statement is given covering media selection and shared library resources. The components of a district library program are examined. Included in a chapter on basic routines and procedures ismaterial on budgeting, media selection for slow learners and the adolescent retarded reader, evaluation checklists for books, instructional media and textbooks, ordering, inventory, weeding and processing, color coding, scheduling and circulation. The large appendix section contains topics of interest to librarians such as learning in school libraries, how to set up an elementary school library and other articles. The standards, regulations, and procedures peculiar to Pennsylvania are contained in Appendix D. Appendix C deals with evaluation of the library. Selection aids and sources and supply sources are listed. Final sections discuss filing in a small dictionary catalog and cataloging and inventorying. (JC)

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A Guide For School Librarians

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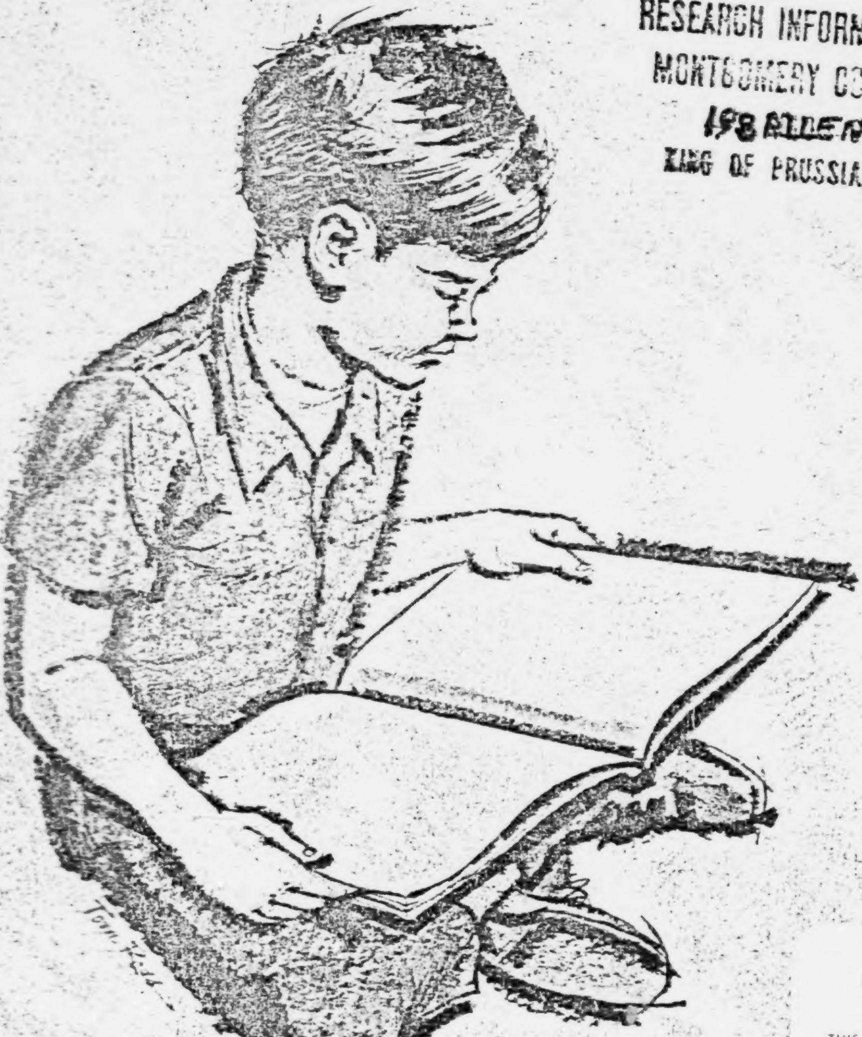

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A
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FOR
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NORTH HILLS SCHOOL DISTRICT, PITTSBURGH, PENNSYLVANIA

in cooperation with

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF GENERAL AND ACADEMIC EDUCATION
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INTRODUCTION

The school library is a learning laboratory where the use of all resources, print and non-print, is purposeful, planned, and integrated with the teaching and learning program to widen, deepen, intensify and individualize the educational experience.

To fulfill this function, the school library must establish policies that include practice and procedure guidelines to expedite routines so that the library staff may be released for the primary library obligation--support of the educational program of the school. Routine activities are necessary to operation of--but do not make--a library program. This manual suggests library administration methods which efficiently handle routines while keeping them in an appropriate enabling position.

This manual is addressed to all Commonwealth schools--graded and ungraded; elementary, middle, and secondary; public and non-public--and to a multiple audience within these schools:

- to ADMINISTRATORS who may use it as a guide in establishment of and evaluation instrument for quality instructional materials centers,
- to LIBRARIANS who will find it a comprehensive reference index and model for local handbooks,
- to LIBRARY AIDES, TECHNICIANS, CLERKS for whom it will be a practical service and procedure guidebook,
- to TEACHERS WITH LITTLE OR NO LIBRARY TRAINING ASSIGNED LIBRARY RESPONSIBILITY for whom it will provide procedural guidelines,
- to CLASSROOM TEACHERS for whom the materials evaluation and media selection sections will be helpful,
- to STUDENTS TRAINING IN LIBRARIANSHIP for whom it will serve as a reference source for courses in library administration.

The Department of Public Instruction thanks Miss Shirley Pittman, librarian at McIntyre School, North Hills School District, Pittsburgh, Pennsylvania; her dedicated effort has produced this major revision of a previous edition of the Pennsylvania Policy and Routine Manual from which obsolete sections have been deleted before expansion. We also extend our thanks to Dr. Curwen Schlosser, Upper Darby School District and Dr. Edward Kruse, North Hills School District for their cooperation in preparing this material and publishing it through a Title V ESEA grant. We are grateful to the publishers, organizations and school districts who have given us permission to reprint their work. Many others, including members of our staff, have given generously of their own time and experience to review, edit, and assist in preparation of this manual--refreshing evidence of the cooperative spirit and insatiable quest for quality hallmarking modern librarians.

David H. Kurtzman

BLUEPRINT FOR LITERACY *

L ibrary functioning as a learning laboratory

I ndividualizes instruction and expedites learning.

T eachers and librarians planning and working together as a team

E xtend knowledge beyond classroom and subject boundaries.

R eading, viewing and listening with purpose and direction in the library

A pplies critical thinking skills in a context of meaningful utility.

C ompetent, purposeful, constructive application of knowledge is the

Y ardstick for measuring the educational effectiveness of the school library program.

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* Davies, Ruth A. THE SCHOOL LIBRARY, FORCE FOR EDUCATIONAL EXCELLENCE. New York, R.R. Bowker, 1969.

GOVERNOR'S COMMITTEE ON PENNSYLVANIA EDUCATION
TASK FORCE ON CURRICULUM REPORT - MAY, 1960

"THE SCHOOL LIBRARY - KEYSTONE OF QUALITY EDUCATION"

A quality educational program demands a quality library program. "The extent to which many children and young people of today will be creative, informed, knowledgeable, and within their own years, wise, will be shaped by the boundaries of the content of the library resources available within their schools." [1] If the boys and girls of Pennsylvania are to be educated beyond the physical and informational limitations of the textbook and the narrow confines of the classroom, a new concept of school library service must be developed and put into practice. The school library can no longer be considered an adjunct of the educational program but must become the powerhouse of the curriculum; the dynamo for widening and deepening and intensifying learning.

Today's school library is a learning laboratory or workshop rather than a conventional study hall or reference center.[2] The emphasis is placed on the use and interpretation of material rather than on methods and techniques of research itself. The books in today's school library are not things but "ideas" - the librarian in today's school is not a reference librarian nor study hall monitor but a master teacher who guides the pupil in his comprehension, association, and extension of these "ideas". Today's books are not only sources of learning but motivation for learning. Modern books both fiction and non fiction are beautiful in format and readable in style. These books are so attractive that they fascinate and entice the beginning reader in first grade and then foster, stimulate and sustain this interest through the child's school years. No longer is search by an individual student the only procedure; now the scheduled, planned and guided use of materials by groups and entire classes is an effective pattern. No longer are printed materials the sum total of the library's resources; now a wealth of visual and auditory materials - art prints, picture sets, maps, charts, recordings, filmstrips, slides, flannel board cutouts, realia - are available to reinforce learning. No longer is library service restricted to the secondary level; now a well organized, properly equipped, adequately stocked and staffed library is essential in every school of the Commonwealth.[3]

In 1839, Horace Mann said in his "Report on Public Education" that a school library was basic to a child's education. He stated that "pupils, who, in their reading, pass by names, references, allusions without searching at the time for the facts they imply, not only forego valuable information, which they may never afterward acquire, but they contract the habit of being contented with ignorance." In 1960, are we not guilty of condemning our young people to ignorance if we do not make available to them materials necessary to their knowledge? Can we be content to limit our young people to surface learning which, lacking substance, is a pseudocultural veneer?

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[1] American Association of School Librarians. Standard for School Library Programs. Chicago, American Library Association. 1960.

[2] Rossoff, Martin. The Library in High School Teaching. New York, Wilson. 1955.

[3] Gaver, Mary Virginia. Every Child Needs a School Library. Chicago, American Library Association. 1958.

Subject mastery demands materials which will complete the informational outline of the textbook. The name of a scientist acquires significance only when the student has an opportunity to build an understanding of how his achievement fits into the general picture of man's scientific advancement. A scientific principle is best translated into a scientific truth when the student reads, studies charts and diagrams, and works a model demonstrating the application of the principle. The universe remains a mystery until, through the realization of the orderly progression of life and the understanding of man's relationship to his environment, some aspect of the mystery is solved. Do we not deny our young people their cultural heritage if we do not provide ample opportunities for their acquiring a wide acquaintance with great artists and their paintings; great musicians and their music; great writers and their writings; great orators and their speeches; great architects and their buildings; great humanitarians and their services; great educators and their contributions; great philosophers and their thinking? All these materials, printed, visual and auditory, should be available to fortify and strengthen learning.

The educational program is strengthened in direct proportion to the quality of the school's library service. Quality service necessitates adequate staff, adequate facilities, adequate materials both in quantity and quality, and a planned program of library procedure. The Pennsylvania Standards for School Libraries spell out numerical guides for obtaining such quality service. Adequate clerical staff will free the librarian from clerical routines and assure his availability to serve as an educator, planning with teachers and pupils, guiding groups and classes in their search for and use of materials to meet their educational and personal needs. Because the school librarian is a materials expert and is conversant with the scope and sequence of topic coverage in each subject on each grade level, he is ideally equipped to serve as curriculum consultant and expediter. He is a key person in the in-service training program making available to teachers the benefit of his specialized knowledge of which materials fit which topic needs as well as which materials fit which pupil needs. All phases of library service are of equal importance; the degree of excellence of achievement depends upon the excellence of staff, facilities, materials collection, and library procedure.

SCHOOL LIBRARY PHILOSOPHY *

Definition

The school library is a learning laboratory where the use of all resources, print and non-print, is purposeful, planned, and integrated with the teaching and learning program to widen, deepen, intensify and individualize the educational experience.

Essentials

This quality school library service requires:

(a) the guidance of a qualified librarian who is both competent and effective as an educator, knowledgeable about educational processes and designs, conversant with the content of instructional media, and capable of relating and interrelating media content with curriculum planning

(b) the implementation of a planned, sequential program which continues in reflecting the philosophy of the school and in supporting its educational program

(c) the existence of a library suite which provides quarters, physically comfortable and aesthetically pleasing, planned for effective program support and expansion

(d) the budget allocation of funds sufficient to provide adequate staff, professional plus clerical, and materials

(e) the continuing maintenance of a materials collection selected for balance, curricular appropriateness, recreational need, and cultural development.

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* PENNSYLVANIA SCHOOL LIBRARY STANDARDS, rev. 1968. Division of School Libraries, Bureau of General and Academic Education, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania. 15M-4-68.

SCHOOL LIBRARY PHILOSOPHY

THE SCHOOL LIBRARY - AN EDUCATIONAL DYNAMIC

Webster's Dictionary[1] offers as one of the definitions of dynamics, "relating to forces producing motion." This definition is exemplified in the emphasis and stress currently applied to school library programs. The force of the library or media center can be realized only when this center is adequately stocked, staffed and supported. Any analysis of the components of education necessary to the youth who will live in and create our twenty first century world will point up this necessity. This holds true for all levels of education: elementary, primary, intermediate, middle, and secondary, and in all specialized curriculum areas - general, academic or vocational-technical; in team teaching or in self-contained classrooms, in individualized or advanced placement study or in the teaching of specific subject areas of the curriculum. The Standards for School Library Programs, published by the American Library Association in 1960 state -

"In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential. These resources are the basic tools needed for the progress of effective teaching and learning. That the achievement of the objectives of a good school program requires the resources and services of a school library has been recognized and demonstrated for many years by school board members, administrators, teachers, parents, and other people in communities having such schools. These individuals, too, have long realized that the school library program contributes something more to the over-all education of youth than materials and services geared to curriculum needs. The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression, and the means provided to meet and to stimulate the many interests, appreciation, and curiosities of youth."[2]

This emphasizes the fact that the knowledge our future citizens use to form, develop and communicate will be based on the resources made available to them. The school library is the agency charged with providing these resources. The librarian or media specialist is the teacher who is responsible for coordinating these materials into the curriculum of the school. The purposeful, planned and supervised use of these materials in an educational climate must help to assure that education of the highest quality will be available to students. The school library program, encompassing kindergarten through twelve will offer the opportunity for students to develop study skills with adequate quality materials suited to their needs.

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[1] WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE unabridged. G & C Merriam Company. Springfield, 1967. p. 711.

[2] The American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. pp. 3 - 4

RATIONALE

FUNCTIONS AND OBJECTIVES OF THE SCHOOL LIBRARY *

Every school library has the primary objective of contributing to the achievement of the objectives formulated by the school, of which it is an integral part.

The general objectives of dynamic school library service are common to all schools. They apply to elementary and secondary schools alike, to independent and parochial schools, to rural schools and to urban. They are in harmony with the over-all objectives of education which they serve.

. . .

The purposes of the school library are to

1 Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.

2 Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.

3 Stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

4 Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

5 Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.

6 Introduce pupils to community libraries as early as possible and co-operate with those libraries in their efforts to encourage continuing education and cultural growth.

7 Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

8 Participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.

9 Co-operate with other librarians and community leaders in planning and developing an over-all library program for the community or area.

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* The American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. pp. 8 - 9.

SCHOOL LIBRARIES AS INSTRUCTIONAL MATERIALS CENTERS *

The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books - the literature of children, young people and adults - other printed materials, films, recordings, and newer media developed to aid learning.

Teaching methods advocated by leaders in the field of curriculum development and now used in elementary and secondary education call for extensive and frequently combined use of traditional along with many new and different kinds of materials. Since these methods depend for their success upon a cross-media approach to learning, a convenient way of approaching instructional materials on a subject or problem basis must be immediately at hand in each school. Historically, libraries of all types have been established to provide convenient centers for books and reading and for locating ideas and information important to the communities they serve. The interest a modern school now has in finding and using good motion pictures, sound recordings, filmstrips and other newer materials simply challenges and gives increased dimension to established library roles.

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* This statement was passed by unanimous vote at the business meeting of the American Association of School Librarians during the American Library Association conference, Miami Beach, June 21, 1956. It is, therefore, an official statement of the American Association of School Librarians. American Association of School Librarians. Standards for School Library Programs. Chicago, American Library Association. 1960.

The school librarian has always encouraged development of appreciation for and ability to make good and continuing use of printed materials and library services. Taking into account individual differences of children and young people, the school library stimulates and guides each child in the selection and use of materials for the building of taste on appropriate levels of maturity. Now in good library practice, the school library also helps both pupils and teachers to discover new materials of interest and to determine their values. It may provide these materials and the equipment needed for their use for both individual and classroom study and teaching.

The function of an instructional materials center is to locate, gather, provide and coordinate a school's materials for learning and the equipment required for use of these materials. Primary responsibility for administering such a center, producing new instructional materials, and supervising regular programs - of in-service training for use of materials may be the province of librarians, or, it may be shared. In any case, trained school librarians must be ready to cooperate with others and themselves serve as coordinators, consultants, (and) supervisors of instructional materials service on each level of school administration - in the individual school building, for the city or county unit, for the state.

School librarians are normally educated as teachers and meet state requirements for regular teaching certificates. They must also receive special training in analysis, educational evaluation, selection, organization, systematic distribution and use of instructional materials. The professional education of school librarians should contribute this basic knowledge as well as provide understanding of fundamental learning processes, teaching methods, and the psychology of children and adolescents. Also, school librarians must be familiar with the history and current trends in development of school curricula.

In summary, the well-trained professional school librarian should anticipate service as both a teacher and as an instructional materials specialists. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. It should always stand ready to provide informed guidance concerning selection and use of both printed and newer media.

THE DISTRICT LIBRARY PROGRAM

To assure a library program of uniform excellence throughout the school district, it is recommended that each district

1. Design and structure a library program K-12.
2. Appoint a district coordinator or supervisor to provide leadership in implementing the program.
3. Formulate selection policies (See pp. 21 - 26)
4. Develop a district library philosophy and policy statement (See pp. 19 - 24)

A district library program of educational excellence requires an over-all coordinated operational plan designed to provide resources, services, and usage patterns.

When there are two or more libraries in a district it is recommended that a librarian be appointed as library coordinator or supervisor, this coordinator to provide the leadership and guidance necessary for developing, implementing, integrating, and evaluating the district library portion of the total educational program.

DISTRICT LIBRARY COORDINATOR OR SUPERVISOR

The work of a district coordinator (or supervisor as used below) as outlined by the American Library Association encompasses the following:*

1. The school library supervisor serves as a consultant for and works with the (chief) school administrators in such matters as:
    a. The use of school library instruction, services, resources in implementing and enriching the total educational program
    b. Methods for acquainting teachers with resource materials
    c. Planning and evaluating school library programs
    d. Staffing school libraries
    e. Planning library budgets
    f. Planning basic collections of materials in the schools
    g. Planning library quarters
    h. Developing central purchasing, processing, and organizational procedures for library materials

2. The school library supervisor has responsibility for:
    a. Exerting leadership in creating an understanding of the role of the school library in curriculum development
    b. Interpreting the functions and needs of the school libraries in the system
    c. Administering the school library budget as provided by the board of education and superintendent of schools
    d. Co-ordinating the program of library service and library instruction among the several schools
    e. Providing for the co-operative evaluation and selection of materials by school librarians, teachers, and curriculum specialist
    f. Directing the materials center
    g. Directing the central acquisition and processing of materials

3. The school library supervisor works closely with supervisors and staff members in other departments of the central school office, and continuously provides advisory and co-operative services by means of:

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* American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. pp. 43 - 45.

a. Developing policies, procedures, and standards for the program of library services in the schools as related to phases of the educational program
b. Participating in curriculum study and evaluation, and recommending printed and other materials for resource units
c. Serving as consultant whenever needed
d. Contributing to the in-service training of teachers
e. Evaluating and recommending printed and audiovisual materials for purchase
f. Providing library statistics, records, reports and research.

4. The school library supervisor provides guidance and leadership in professional growth for the librarians in the school system by means of:

   a. Giving advisory and consultant services, and having conferences with individual librarians about their library programs
   b. Planning in-service education through meetings, workshops, and conferences
   c. Encouraging librarians to participate with teachers, counselors, and others in solving problems of mutual concern
   d. Preparing bulletins, newsletters, and other aids for transmitting suggestions for library improvements and for circulating information about library developments
   e. Encouraging individual initiative in experimentation and research
   f. Promoting continuity of practice to assure uniformity of basic library procedures throughout the system, and at the same time encouraging continuous improvements and individual enterprise
   g. Making visits to the libraries in the schools
   h. Giving stimulation, evaluation, and sympathetic understanding to the school librarians.

5. The school library supervisor maintains a continuous program of evaluation by:

   a. Analyzing and evaluating techniques and services in the school library programs and in the central office
   b. Measuring growth of the school libraries by local, state, and national standards
   c. Co-operating in national and state surveys.
   d. Preparing reports and recommendations.

6. The school library supervisor maintains a program of good public relations by:

   a. Co-operating with other libraries in the community in encouraging library use by pupils and adults
   b. Participating in civic projects relating to libraries, books, audio-visual materials, and reading, listening, and viewing
   c. Participating in professional education and library organizations, at local, state, and national levels
   d. Contributing to professional journals and publications
   e. Providing professional consultative service to individuals and community groups
   f. Interpreting school library service through all communication media.

LIBRARY STAFF COOPERATION

In order to assure unity and continuity in the district library program, all librarians should plan and work together as a team. While each librarian is responsible for administering a building library, all librarians should share equally the responsibility for implementing the total educational program. Since the library program is an integral part of the total teaching and learning program, each librarian should be conversant with the total educational program. By pooling the competence, experience, energy, and specialized knowledge of all librarians, needless duplication of effort can be avoided. The team approach is the most economical, efficient, and effective means of implementing the educational program. The team approach is essential for the analysis, evaluation, and selection of materials; for developing scope and sequence topic lists; for structuring unit and curriculum guides; for participating in workshop and in-service training programs; and for the building of resource units.

LIBRARY STAFF RESPONSIBILITIES

1. The library coordinator is responsible for planning with the chief school administrators for the implementation of the library program and its integration with the total educational program. (See pp. 12 - 15)

2. The head librarian in each building is responsible for making, interpreting, and re-defining policy in cooperation with the coordinator.

3. All librarians share responsibility in implementing all phases of the library program.

HEAD LIBRARIAN

1. The head librarian is responsible for scheduling: all conferences with teachers; all class, group and individual visits; all unit building; all staff call periods; all before-and after-school duties.

2. The head librarian is responsible for defining in cooperation with the library staff the discipline practices to be followed in the library.

3. The head librarian is responsible for the pacing of work; the division of labor; and the priority of work to be done, including preparation of units, building background knowledge, clerical work, cataloging and processing materials, and areas of housekeeping.

4. The head librarian is responsible for planning and scheduling the training of student teachers. Directions should be given by the head librarian; at the specific request of the head librarian the assistant librarian may share in the training program.

5. The head librarian is responsible for the training and scheduling of library assistants, unless such responsibility is delegated to the assistant librarian.

6. The head librarian is responsible for making, in cooperation with the library staff, all decisions concerning circulation of materials, the penalty for misuse of library time, materials, or privileges, and for resolving conflicts between building and library regulations. Policy-making decisions or changes are to be made in cooperation with the coordinator.

7. The head librarian is responsible for briefing the assistant librarian on policy changes and administrative directives, and on avoidance of potential problems.

ASSISTANT LIBRARIAN

1. The assistant librarian implements the policies defined by the coordinator and head librarian. Contact with the building principal or the coordinator will be at the direction of the head librarian only. At no time should the assistant librarian by-pass the head librarian in contacting any administrator.

2. The assistant librarian shares the division of labor, as directed by the head librarian, for:

    Building knowledge of units
    Building knowledge for unit enrichment
    Preparing library units
    Reviewing new materials

Processing materials
Doing clerical work
Directing work of library aides
Housekeeping

3. The assistant librarian is responsible for alerting the head librarian to potential problems as soon as they become apparent.

   NOTE: Before taking definite action, the assistant librarian will check with the head librarian about accepted policy on such things as:

   General library procedure
   Scheduling or re-scheduling classes
   Unusual disciplinary measures

4. The assistant librarian is responsible for following the policies of the library program as defined by the coordinator and head librarian.

DISTRICT INSTRUCTIONAL MATERIALS CENTER

A district instructional materials center is an economical, efficient, and effective means of sharing certain collections of instructional media, of centralizing the ordering and processing of materials, and coordinating the district library program. The American Library Association states:* "Indeed, a district materials center is essential if a full program of instructional materials and services is to be provided for students, librarians, and teachers in the schools."

The following recommendations for the administration and organization of the district center are made by the American Library Association:**

1. The most desirable location for the center is in the building where the offices of the curriculum co-ordinators are located... The curriculum co-ordinators and specialists are thus easily available for many advisory services in connection with the center's program and also for the co-ordinated planning of the work of the center that is essential for the most effective results.

2. The library supervisor serves as the director of the collections in the center and of the services relating to materials that are carried on within and from the center...

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* American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. p. 106.

** American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. pp. 108 - 109.

3. Sufficient funds and staff are provided for the center. For the work of the center itself, professional and clerical staff is needed to handle, process, and prepare the various collections of materials, to provide the special bibliographic services, to advise and work with the teachers and librarians using the center, and to co-ordinate the many parts of the center's program. Personnel for the delivery and maintenance of materials and equipment is also essential.
   Funds are required for the acquisition of printed and audio-visual materials, for supplies, for equipment, for the maintenance and delivery of materials, and related needs.

4. The quarters of the center are functional in design and arrangement, with sufficient space and equipment so that services and activities within the center can be carried on effectively and efficiently...

MEDIA SELECTION POLICIES

School library resources include all types and kinds of knowledge building and knowledge extending media essential to the full implementation of the educational program.

The school library is no longer limited to printed resources but might well include

Art prints
Charts
Disc recordings
Dioramas
Filmstrips
Filmstrips, sound
Globes
Kits
Maps
Microcards
Microfiche
Microfilms
Microslides
Models
Motion pictures
Motion pictures, single concept
Posters
Realia
Slides, 2" x 2"
Slides, 3¼" x 4"
Study prints
Tape recordings
Transparencies

The index to all materials, both print and nonprint, is a unified card catalog which indicates by a color-coding system nonprint resources. (See Suggested Color-Coding and Symbol System which follows.)

One of the major responsibilities of the school librarians in a district is to formulate a written media selection policy in cooperation with teachers, school building and school district administrators, and the school board. The purpose of these statements is to:

1. Achieve library objectives
2. Determine standards
3. Define aims toward which the library will build its collection
4. Outline principles of selection

5. Show allocation of budget
6. Emphasize budget needs
7. Strengthen the selection process and provide objective basis for evaluation
8. Delegate responsibility
9. Answer individual critics and pressure groups

Media selection policies should include statements concerning the following:

1. General objectives of the library in the school
2. Objectives of selection of material
3. Responsibility of selection
4. Criteria for selection of material; basis for exclusion of material
5. Duplication
6. Replacement
7. Criteria for handling nonprint material
8. Procedure: requests for materials; aids; or tools of selection; ordering; payment
9. Procedure for handling challenged or questioned materials

General suggestions:

A policy should state whether or not it applies to elementary, secondary, or both. It should indicate whether or not it endorses the School Library Bill of Rights as it appears in the STANDARDS FOR SCHOOL LIBRARIES, American Library Association, 1960. Include statements concerning inventorying, weeding, and general maintenance of the collection.

DISTRICT LIBRARY

PHILOSOPHY AND POLICY STATEMENT

A district library program of excellence cannot be left to chance. Since the library program is an integral component of the total educational process, it is imperative that the library program include specific objectives and procedures for implementing the educational program. A district philosophy statement should include:

- Philosophy
- Objectives
- Selection Procedure
- Questioned Materials Policy
- District Services
- Pooled Resources Policy

It is recommended that each school district prepare a library philosophy and policy statement to direct and unify the implementation of a quality library program of uniform excellence for each school building within the district. (See MODEL SCHOOL LIBRARY PHILOSOPHY AND POLICY STATEMENT following)

MODEL

SCHOOL LIBRARY PHILOSOPHY AND POLICY STATEMENT
(as Endorsed by the Exler School Board*)

The Exler School District believing that each American citizen is entitled to a quality, optimum education has designed an educational program which will encourage and enable each student to become intellectually and socially competent, to value moral integrity and personal decency, and to achieve self-understanding and self realization.

The following objectives provide unity, direction, and guidance in both the design and implementation of the educational program:

1. To provide ample opportunity for each student to build his "house of intellect" commensurate with his mental potential
2. To provide teaching experiences which will meet uniquely and adequately individual student needs, interests, goals, abilities, and creative potential
3. To provide learning experiences and teaching guidance which will enable and encourage each student to build a positive set of values
4. To provide teaching and learning experiences which will enable and encourage each student to understand, to appreciate, and to value his cultural, social, political, and economic heritage as an American, as a world citizen, and as a human being
5. To provide teaching and learning experiences which have been structured as a progressive continuum of related fundamentals from kindergarten through grade twelve
6. To provide ample opportunity for each student to become conversant with the technique of critical, analytical, reflective, logical, and creative thinking

The Exler school libraries function as an integral part of the total educational program. The goal of the school library program is to facilitate and expedite realization of the attainment of a quality, optimum education for each student. To reach this goal the following objectives give purpose and direction to the library program:

1. To provide an educationally functional and effective library program which will meet adequately the developmental needs of the curriculum and the personal needs, interests, goals, abilities, and creative potential of the students
2. To provide informed and concerned guidance in the use of library services and resources which will personalize teaching and individualize learning
3. To provide a planned, purposeful, and educationally significant program which will be appropriately integrated with the classroom teaching and learning program
4. To provide library resources which will stimulate and promote interest in self-directed knowledge building

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* Exler School District is an imaginary school district.

LIBRARY INTEGRATION AND ENRICHMENT PROCEDURE

- I. Programming for the purposeful and systematic use of library materials is the shared responsibility of teacher and librarian
  - A. Teacher plans with librarian in a scheduled conference to
    - 1. Determine library contribution to unit development
    - 2. Determine library contribution to class and individual student achievement
  - B. Teacher and librarian design cooperatively a media program to support the anticipated teaching program
    - 1. Exploring together the developmental needs of the unit
    - 2. Identifying specific topics, concepts, and skills to be introduced, reinforced, and extended
    - 3. Identifying specific teaching experiences and activities requiring supporting media
    - 4. Identifying specific learning experiences and activities requiring supporting media
    - 5. Identifying special student needs, interests, goals, and abilities requiring media accommodation
    - 6. Determining class, group, and individual student media usage patterns for knowledge building
    - 7. Designing a media usage sequence to match
      - a. Specific topic, concept, and skill development patterns
      - b. Specific teaching goals, experiences, and activities
      - c. Specific learning needs, experiences, and activities
  - C. Librarian searches for resources to support the teaching plan
    - 1. Matching materials to specific topic, concept, and skill development needs
    - 2. Matching materials to specific student needs, interests, goals, and abilities
    - 3. Relating materials in a usage pattern of logical sequential order
    - 4. Assembling, grouping, and relating materials
- II. Implementing the media program is the shared responsibility of teacher and librarian
  - A. Teacher orients his students to the specific contribution library resources are to make to the development of the teaching and/or learning plan
  - B. Teacher pre-plans with librarian for class, group, or individual student use of the library
  - C. Librarian serves as teacher
    - 1. Orienting students to materials of special or unique value
    - 2. Introducing students to new tools, techniques, or skills essential to building adequacy of understanding
    - 3. Guiding students in their use, interpretation, extension, association, integration, and evaluation of information
  - D. Librarian cooperates with classroom teacher
    - 1. Evaluating effectiveness of student, group, and class use of media
    - 2. Analyzing educational value of the media pattern and program
    - 3. Determining program adjustment and modification

POLICIES AND PROCEDURES FOR SELECTING LIBRARY MEDIA:

While the legal responsibility for the purchase of all instructional materials is vested in the Exler School Board, the final responsibility for the selection of library materials has been delegated to the school librarians of the district.

The school librarians have been charged with the responsibility of identifying, ordering, and organizing materials which will implement, enrich, and support the educational program of the school and will meet the needs, interests, goals, concerns, and abilities of the individual students. (See Appendix G)

RATIONALE FOR THE EXLER MEDIA SELECTION POLICIES:

The administrative staff of the Exler Schools endorses the tenets set forth in the School Library Bill of Rights:*

> "School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the 'Library Bill of Rights' of the American Library Association and asserts that the responsibility of the school library is:
>
> To provide materials that will enrich the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served
>
> To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
>
> To provide a background of information which will enable students to make intelligent judgments in their daily lives
>
> To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking
>
> To provide materials representative of many religions, ethnic, and cultural groups and their contributions to our American heritage
>
> To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assume a comprehensive collection appropriate for the users of the library."

PROCEDURE FOR SELECTING PRINTED AND NONPRINTED MEDIA:

All library materials are to be ordered by the coordinator of library service or by librarians delegated this responsibility by the coordinator.

Administrators, supervisors, teachers, and students are to be encouraged to suggest materials to be added to the library collection and to share in evaluating materials being considered for purchase.

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* American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960. p. 75.

Whenever possible, both printed and nonprinted media are to be physically examined before purchase. If possible, materials should be bought "on approval" and, if judged unsuitable, returned to vendor for credit. Pilot testing of material in a classroom teaching situation is to be employed where class reaction and student use are to be determined.

Centralized ordering and processing of all school library materials is to be provided by the staff of the district instructional materials center.

The reviewing of books and the evaluating of nonbook materials are to be a team enterprise; all librarians are to share in selecting materials.

CRITERIA FOR SELECTING PRINTED AND NONPRINTED MEDIA:

1. Educational significance
2. Need and value to the collection
3. Reputation and significance of author or producer
4. Clarity, adequacy, and scope of text or audiovisual presentation
5. Validity, accuracy, objectivity, up-to-dateness, and appropriateness of text or audiovisual presentation
6. Organization and presentation of contents
7. High degree of readability and/or comprehensibility
8. High degree of potential user appeal
9. High artistic quality and/or literary style
10. Quality format
11. Value commensurate with cost

QUESTIONED MEDIA:*

Review of questioned materials should be treated objectively, unemotionally, and as a routine matter. Criticisms of library books must be submitted in writing to the Superintendent, must be signed, and must include specific information as to author, title, publisher and definite citation of objection.

A review committee will be appointed by the Superintendent to determine the validity of the objection. Appeals from the decision of the committee may be made through the Superintendent to the Board of Education for final decision.

DISTRICT SHARING OF LIBRARY RESOURCES:

Each of the Exler school libraries is an integral component of the total district library program and is not an entity in and of itself.

All librarians are guided by the educational philosophy and standards of the district; all are guided by the district library philosophy, objectives, and procedural plan.

Budget funds are allocated on the basis of a district program of uniform excellence and the individual library's role in that program.

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* Based on procedures outlined in POLICIES AND PROCEDURES FOR SELECTION OF SCHOOL LIBRARY MATERIALS, American Association of School Librarians, 1961.

Each library collection is considered a segment of the total district library collection. All materials are shared; all materials are made available upon request to any school library in the district. All requests for inter-library loan are to be made by written request to the district Instructional Materials Center. The coordinator locates the requested materials and, if available, ships the materials directly to the librarian making the request.

Teachers and librarians are free to borrow materials from the district Instructional Materials Center.

The district Instructional Materials Center contains:

1 1. Materials which are essential to the full implementation of the classroom teaching program

2. Materials which are listed in the Exler Educational Media Index

3. Materials which are educationally significant but are too costly to permit duplication of purchase on a building level

4. Materials which are used so infrequently that building library purchase cannot be justified

5. Materials which are to be tested in pilot projects

6. Materials which are to be used in curricular study and in-service workshops.

THE PENNSYLVANIA SCHOOL LIBRARIAN

The Pennsylvania school librarian by professional definition, training, and certification is a teacher serving the dual capacity of media expert and curriculum coordinator.

The traditional study-hall, reference library restricting the librarian to serving as study-hall monitor and materials curator is an anachronism.

Today's school library is an integral component of the total educational program, and today's school librarian is directly involved in the teaching and learning program.

PENNSYLVANIA SCHOOL LIBRARIAN: JOB DESCRIPTION

Major functions of the school librarian:

- I. Administrative
- II. Educational
- III. Technical

I. Administrative functions:

1. Planning the library program
2. Implementing the library program
3. Planning library quarters
4. Selecting and arranging library furniture and equipment
5. Scheduling, training and supervising clerical staff
6. Scheduling the use of the library by classes and by groups
7. Preparing and administering the library budget
8. Planning with the administrative staff for the integration of the library program with the educational program
9. Relating the building library program to the district library program
10. Programming for student and teacher use of library resources
11. Preparing statistical, financial and progress reports
12. Organizing and supervising the circulation of library materials
13. Publicizing the services and resources of the library
14. Coordinating the services of school and public libraries

15. Participating in departmental and faculty meetings

16. Cooperating with school and community organizations

17. Participating in evaluating and implementing the district library program

18. Evaluating the building library program, services and materials in terms of adequacy in meeting curricular needs, student needs, community needs and state and national standards

19. Participating actively in library and other educational and professional associations on the local, regional, state and national level

II. Educational functions:

1. Becoming conversant with all aspects of the educational program: courses of study, textbooks, manuals, workbooks, resource units, teacher-made study guides and plans and pilot projects

2. Becoming conversant with individual student needs, interests, goals, abilities and progress rate

3. Actively planning with individual teachers and groups of teachers to integrate library service, guidance and materials with the classroom teaching program

4. Providing library service, guidance and resources which will customize and personalize teaching

5. Providing library service, guidance and resources which will individualize learning

6. Sharing with classroom teachers the responsibility for designing and implementing a functional study skills program

7. Participating in classroom planning, reporting and culminating activities to build the librarian's knowledge of class needs, interests and abilities

8. Participating in curriculum study and revision

9. Keeping conversant with current educational research, trends, methods and materials

10. Providing materials for the professional growth of the faculty

11. Creating and maintaining atmosphere conducive to affective library use

III. Technical functions:

1. Establishing routines and procedures for selecting, ordering, processing, organizing and circulating materials

2. Maintaining accurate records of library holdings

3. Weeding obsolete and worn materials from the collection

4. Supervising the clerical routines necessary for the smooth operation of the library

BUDGETING

Developing and maintaining a good school library program presupposes continuing adequate financial support for the program. The basic source of financial support for a school library program is the school district of which the library is a part.

One of the first steps in the development of a school library is the establishment of a regular budget for the library. Guidelines for adequate budget amounts are to be found in Pennsylvania's SCHOOL LIBRARY STANDARDS. (See Appendix D) The establishment of a budget for an individual school involves the formulation of plans for the library services to be offered and the translation of these plans into dollars and cents.

Creating a new library requires a special budget sufficiently large to purchase the basic collection recommended by the Pennsylvania SCHOOL LIBRARY STANDARDS. The per student budget figure recommended by the STANDARDS for printed library materials presupposes the existence of this adequate basic library collection.

In addition to the printed materials budget, separate budgets for reference materials, for audiovisual materials, for periodicals, for replacement and for library supplies should be allocated annually.

The Pennsylvania Budget Allocation Number - 0223 includes:

- PRINTED MATERIALS BUDGET
  - Fiction
  - Non fiction
  - Periodicals
  - Reference materials
  - Professional materials

- SUPPLIES
  - Book and audiovisual processing materials
  - Book and audiovisual circulation supplies
  - Plastic book jackets
  - Book processing services
  - Book processing kits
  - Printed catalog cards

The Pennsylvania Budget Allocation Number - 0224 includes:

- AUDIO MATERIALS BUDGET
  - Disc recordings
  - Tape recordings

- VISUAL MATERIALS
  - Filmstrips
  - Slides
  - Motion pictures
  - Study and art prints
  - Microfilm
  - Maps and charts
  - Transparencies, etc.

BASIC ROUTINES AND PROCEDURES

SELECTING MEDIA

There is no library collection per se. The educationally significant school library makes available those knowledge-building and knowledge-extending resources essential to the development of the total curriculum and the personal attainment of each student.

Selecting library resources requires, therefore, knowledge of curricular content and design, of student needs, interests, goals, abilities, concerns, and progress rates. Such serious responsibility requires established guidelines.

I. Build knowledge of the total educational program

  A. Confer with the curriculum director and/or the principal

    1. Request a copy of each course of study
    2. Request a copy of each textbook currently being used
    3. Discuss possible curricular experiments or changes
    4. Discuss possible textbook changes
    5. Discuss possible patterns of library usage
    6. Request opportunity to meet with each teacher in a scheduled conference
    7. Request opportunity to visit classrooms and participate in class orientations, unit planning, and culminating activities

  B. Confer with each teacher in a scheduled conference

    1. Determine units being taught
    2. Determine topic inclusion and areas of emphasis in each unit
    3. Determine teacher's method of presentation
    4. Determine teacher's special area of interest and/or emphasis
    5. Determine textbooks currently being used
    6. Discuss possible patterns of library usage
    7. Ask for teacher cooperation in evaluating, testing, and selecting materials
    8. Ask for teacher suggestions as to specific kinds of materials to be included in the library collection
    9. Obtain copies of teacher-made guides, outlines, etc.

C. Analyze course content for each subject at each grade level

   1. Specify for each unit
      a. Scope and sequence of topic development
      b. Pattern of concept development and linkage
      c. Specific teaching activities
      d. Specific learning activities
   2. Specify study skills to be developed

D. Analyze textbook coverage

   1. Determine scope and sequence of topic coverage in each unit
   2. Determine adequacy of topic development in each unit
   3. Identify activities recommended for each unit
   4. Identify enrichment materials recommended for each unit

E. Structure a checklist of topics and activities

   1. For all subjects
   2. For all grades
   3. For all units

II. Build knowledge of children's needs, interests, goals, and ability

A. Confer with children in scheduled classroom visits

   1. Identify pupil interests and/or hobbies
   2. Identify reading interest areas (See Appendix C)
   3. Identify favorite titles and/or authors
   4. Ask for pupil cooperation in evaluating, testing, and selecting materials

B. Confer with reading consultants, guidance counselors, classroom teachers, and/or homeroom teachers

   1. Identify individual pupil I.Q. range
   2. Identify individual pupil achievement scores
   3. Identify pattern used in grouping

C. Structure a checklist of pupil interests and needs

   1. Indicate specific interest areas
   2. Indicate specific types,titles, authors
   3. Indicate special ability and disability needs

III. Identify materials to meet curricular needs and pupil needs

A. Select basic book collection

1. Consult recognized guides (See Appendix G)
2. Visit your local area Pennsylvania Department of Public Instruction school library examination center

B. Select basic supporting audio-visual collection

1. Consult recognized guides (See Appendix G)
2. Visit your local area Pennsylvania Department of Public Instruction school library examination center

C. Search for specific curricular development materials

1. Provide for progressive, sequential knowledge building
2. Provide for integration of knowledge common to several subjects

D. Search for specific materials to

1. Provide for all levels of ability
2. Meet individual student needs, interests, goals, and progress rate

E. Scrutinize all media to determine

1. Pertinence to curriculum development needs
2. Suitability to student interests, needs, capabilities patterns (See GUIDES FOR SELECTING BOOKS FOR SLOW READERS and CRITERIA TO BE USED IN SELECTING BOOKS FOR THE ADOLESCENT RETARDED READER following)
3. Validity, authenticity, timeliness, and pupil appeal

F. Evaluate all media objectively (See MODEL EVALUATION CHECKLISTS following)

G. Relate all media under consideration to existing collection in terms of

1. Additional strength
2. Justifiable cost

GUIDES FOR SELECTING BOOKS FOR SLOW READERS *

CHARACTERISTICS OF BOOKS FOR SLOW READERS

Why does the slow reader need special help in choosing books?

.. He has to use more physical effort in reading.

.. He may need to overcome unfavorable emotional associations with reading, reflected in suspicion of books and of the person who suggests them.

.. His experience and background may be limited. He is often characterized by absence of curiosity and lack of ability to visualize situations and characters.

.. His interests may be more mature than his reading ability. His reading skills are often woefully inadequate.

. What should his books be like in APPEARANCE:

.. a thin book which does not look too "hard" to read

.. an attractive cover

.. sharp, clear type with generous spaces between the lines to make reading seem easy

.. bright pictures which help to tell the story but do not tell it all

. What should his books be like in STYLE and VOCABULARY:

.. easy vocabulary with much repetition (consisting largely of familiar words with a few new ones here and there to be fitted in through context)

.. simple, direct sentences and short paragraphs

.. natural style, simple but not condescending

.. fast-moving pace which pulls the reader along

.. much dialogue (in fiction and biography)

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* The American Association of School Librarians. Chicago, Illinois: The American Library Association, 1969.

AIDS IN SELECTING BOOKS FOR THE RELUCTANT READER

Prepared for the Instructional Materials Committee of the American Association of School Librarians by John Bradbury, Isabel McCaul, and Lois Watt

Books and Pamphlets

Colorado. State Department of Education. High Interest Low Vocabulary Books, a bibliography, Revised edition. Denver: The Department, 1965. 50¢. 45 p. Lists 2,129 titles giving the vocabulary level and interest level for each. Vocabulary ranges from primer through ninth grade; interest levels from primer through senior year in high school.

Connecticut, University of. The Reading-Study Center, School of Education. A Reading List of High-Interest, Low Vocabulary Books for Enriching Various Areas of the Curriculum. Revised edition. Storrs: The University, 1965. 50¢. Titles are grouped by major areas of the curriculum, for primary grades through high school, with reading level indicated for each book.

Dunn, Anita S. and others, eds. Fare for the Reluctant Reader. Albany: State University of New York, 3d ed., 1964. 277 pp. $3. Prepared for the Capital Area School Development Association, this list includes more than 1200 popular books for reluctant readers in grades 7-12, with very brief annotations directed to the teen-agers themselves.

Emery, Raymond C. and Margaret B. Houshower. High Interest-Easy Reading for Junior and Senior High School Reluctant Readers. National Council of Teachers of English; Champaign, Illinois, 1965. 40 pp. $1. A bibliography of some 380 titles indicates both reading and interest levels. There is also an interest inventory and reading activities for students.

Gateway English-Booklist 1. New York, Hunter College, 1966. 36;. Public Domain. Prepared under the direction of Dr. Marjorie B. Smiley of the Project English Curriculum Study Center, this list includes approximately 100 titles selected both for their high interest and for their relevance to the Project's seventh grade teaching units. Also now available is an Appendix (4 pages)

Guilfoile, Elizabeth. Books for Beginning Readers. Champaign, Ill.: National Council of Teachers of English. 80 p. Rev. ed. 1964. $1. Includes a graded list of some 400 titles arranged by subject and author; reading levels are indicated for grades 1-3. There is a general discussion of reading for beginners, which makes this a tool of limited usefulness in work with reluctant readers. However, the bibliography interpreted for the special needs of some children, has significance as a resource.

Heller, Frieda. I Can Read It Myself! College of Education, Ohio State University, 1965.

Illinois Reading Service. Recommendations for a Library Enrichment Reading Program for Retarded Readers. Bloomington: the Service, Rev. ed. 1966 11 pp. $1. Recommendations consist of authors and titles of books suitable for children and young people. The reading and interest levels are provided for each title.

Reluctant Reader Libraries. Scholastic Book Services. 904 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632. Ask for brochure listing the titles. Two unique collections of easy to read paperbacks to help motivate hard-to-reach teenagers. Grades 6-7. Grades 8-12.

Spache, George D., ed. *Sources of Good Books for Poor Readers*, Newark, Del.: International Reading Association, 1966. 8 p. 40¢. Includes 73 sources; annotated.

Strang, Ruth, et al. *Gateways to Readable Books*. New York: H. W. Wilson, 1966. 245 p. 4th ed. $5. "An annotated graded list of books in many fields for adolescents who find reading difficult." Arranged under interest categories adult and children's books are listed which will appeal to junior and senior high school students. Gives reading level for each book.

Sullivan, Helen Blair, and Lorraine E. Tolman, eds. *High Interest-Low Vocabulary Reading Materials*. Boston: Boston University (Journal of Education), 1964. 132 p. $1. Lists approximately 1100 titles (grades K-7) arranged by subject and vocabulary level; annotated (See article under periodicals for the updating of this list, April, 1967.)

Articles in Periodicals

American Library Association. Adult Services Division. Committee on Reading Improvement for Adults. "Books for Adults Beginning to Read," *Wilson Library Bulletin*, 40:66-70, September 1965. A selective list of books, not annotated in three categories: reading level, grades 1-4; reading level, grades 5-7; and children's books suitable for adult readers. A good introduction to the needs of these adult readers precedes these bibliographies. (Copies of this are available from the Adult Services Division, American Library Association, see note Library Journal, 90:3254, July, 1965)

"Books for the Job Corps," *Library Journal*, 90:1472-1477, March 15, 1965. A recreational booklist of 480 titles grouped by areas of interest for men 16-21 years old; there is an article on the selection of these in *Library Journal*, 90:932, Feb. 15, 1965.

Lundeen, Alma, and Margaret Pendergrass. "Books for Retarded Readers," *Illinois Libraries*, 43: 171-191, April 1961. Reprinted by the Illinois State Library). Briefly annotated alphabetical list indicating for each entry the reading level and the interest level.

McDonnell, Helen M. "Paperbacks for Slow Readers," *Scholastic Teacher*, 41:15, p. 27, Jan. 20, 1967. Brief discussion of the increasing availability of paperbacks for "problem readers", and a survey of specific series and individual titles.

"Readable and interesting Books for the Reluctant and Retarded Reader," *Elementary* English, 40:106-109; January 1963. Bibliographic aids, individual titles and sources of information about books suitable for children in the primary grades through high school.

Seligson, Yemema. "Resources for Reading Teachers, Books for the Reluctant and

Retarded Readers" Journal of Education, 146:60-70, April, 1964. Seventy-four series are included in this bibliography, with the publisher's name and representative titles for each series. Reading and interest levels are indicated by grades, from one through twelve.

Sister Mary Ruth, O.S.F. A List of Books for Retarded Readers, Reading at First Second, and Low Third Grade Level, Compiled on the Basis of Children's Responses and Objective Data. Reprinted from Elementary English, 38:79-86, February 1961. (20¢, 8 for $1) Eighteen series with representative titles and thirty-five trade books; for each, the ages are indicated for whom the book appeals. These ages are in three groups; 7-9, 10-11, 12-15.

"Books for Adults Beginning to Read," Wilson Library Bulletin, September, 1965.

"Easy Adult Books for Slow High School Readers." Top of the News, December, 1960.

"Easy Books for Slow Senior High School Readers." Top of the News, April, 1965.

What should his books be like in CONTENT:

Fiction

.. real life situations with familiar concepts to give the reader confidence (the unknown, the remote, the fanciful discourage him)

.. simple plot with few characters, uncomplicated situations

.. interesting beginning

.. fast-moving story, with excitement, action, suspense (to keep the reader wondering what will happen next)

.. humor (books that make him laugh are most successful in winning over a slow reader)

.. for boys, subjects such as dogs, horses, other animals, sports, aviation, Indians, cowboys, outdoor life

.. for girls, many of the same subjects, plus fairy tales and stories of family and school life

Nonfiction

.. easy-to-comprehend presentation of needed facts and information

.. profuse, graphic illustrations to help the reader grasp the meaning of the text

What books, then:

In order to meet the needs of slow and reluctant readers, the school library should apply a wide variety of very easy and very interesting reading materials, including:

.. Single copies of attractive readers not used as classroom sets.

.. Titles selected from lists of books with high-interest level and low-reading level. More and more books for slow readers are being published, containing good material consciously adjusted in vocabulary and sentence structure to the needs of learners at various levels but not "written down" to the slow reader.

CRITERIA TO BE USED IN SELECTING BOOKS FOR THE ADOLESCENT RETARDED READER *

Some of the specific interest factors in content are:

1. Stories about teen-agers like themselves with whom they can identify: characters from different socio-economic backgrounds and from other racial and national groups
2. Realistic experiences related to pupils' own lives
3. Suspense
4. Action and adventure; exciting episodes of courage and skill
5. Genuine emotion, giving insight into how people feel when they behave in certain ways and into what motivates them
6. Humor
7. Significance -- content that helps young people to understand their world and their life today
8. Information about something they can do or can become
9. Character-and personality-building qualities

Some of the interest factors in style are:

1. A quick, dramatic beginning
2. Much conversation; few long descriptive passages, but sufficient description to make the scene and characters real
3. Logical organization, not complex and confusing
4. Simple, straightforward, clear sentences
5. Few difficult, unfamiliar words - words often explained by the context
6. Style natural and somewhat colloquial, not stilted and artificial

---

* Strang, Ruth et al. GATEWAYS TO READABLE BOOKS: AN ANNOTATED GRADED LIST OF BOOKS IN MANY FIELDS FOR ADOLESCENTS WHO FIND READING DIFFICULT. New York: H. W. Wilson, 1966. p. 17

7. Illustrations that clarify the text; pictures, diagrams, maps, and charts inserted close to the text and helping to interpret it

8. Literary merit -- unity, coherence, and emphasis; colorful and vigorous style

Some of the physical make-up desired involves:

1. Size -- adult in appearance, but short enough to prevent pupils' being discouraged by length

2. Print -- deep black, clear letters, easy to read

EVALUATION CHECKLISTS

NOTE: The use of checklists or score-cards in evaluating instructional media will facilitate uniform objectivity in media selection. It is recommended practice that teachers and students as well as librarians and administrative staff be directly involved in evaluating and selecting library resources. It is also recommended practice for the school district to design evaluation forms to guide the evaluator in judging the educational value of any piece of material. The following checklists are offered as possible models to be considered by a school district when structuring its own guides for books, non-print media, and textbooks.

(MODEL)
EXLER SCHOOL DISTRICT
EXLER, PENNSYLVANIA 16312
BOOK EVALUATION CHECKLIST

AUTHOR Willard, Barbara TITLE Flight to the Forest

Publisher Doubleday Copyright Date 1967 Price $3.50

Type: Fiction X Non Fiction ________ Reference ________ Grade Level 6-9

EVALUATION: E -- Excellent G X- Good F -- Fair P -- Poor

	E	G	F	P	COMMENTS
PHYSICAL FEATURES					
Size: Suitability		X			
Binding: Quality		X			
Attractiveness		X			
Paper: Quality		X			
Print: Readability		X			
Margins: Adequate		X			
Illustrations: Quality	X				title decor, full page pen and ink drawings of strength and beauty by Gareth Floyd
CONTENT					
Style		X			
Literary quality		X			
Organization		X			
Presentation		X			
Scope		X			
Pupil Appeal		X			
SPECIAL FEATURES					
Table of Contents		X			
Index					
Glossary					Sussex idiom cleverly translated or explained in context
Maps, Diagrams, Charts					

POTENTIAL USE

Specific curriculum tie-in Shakespeare, Cromwell, Charles II, General Monk

Special reader interest A must for the young person who enjoys historical novels especially the Shakespeare period.

RECOMMENDATION

Buy X Don't Buy ________

Date 7/5/68 Reviewer Luigi Anthony School Tupelo Ledge Junior High

Ex-L-1

Adopted 1-5-67

(MODEL)
EXLER SCHOOL DISTRICT
EXLER, PENNSYLVANIA 16312
INSTRUCTIONAL MEDIA EVALUATION CHECKLIST

TYPE OF MEDIUM (indicate by checking):

Book ......
Chart ......
Filmstrip ......
Flannel graph ......
Flash card ......
Graph ......
Map ......
Microfilm ......
Motion picture ......
Phono disc ......
Phono tape ......
Poster ......
Programmed media ......
Resource kit .X...
Slide
Study/art print ......
Transparency ......
...... (other medium) ......

TITLE Afghanistan AUTHOR ICF COPYRIGHT DATE ______
PUBLISHER/MANUFACTURER International Communication Foundation PURCHASE COST $60
PURCHASE/RENTAL SOURCE ______ RENTAL RATE ______
PREVIEWED BY MRS DATE Oct. 31, 1965
PILOT USE BY (indicate by checking):
Class ..X.. Group ...... Individual Pupil ..X... Grade ...8..
GRADE SUITABILITY (indicate by checking):
CODE: EP--early primary; LP--late primary; EI--Early intermediate
LI--late intermediate; J--junior high school; S--senior high school
EP ...... LP ...... EI ...... LI ...... J ...... S ......

EDUCATIONAL VALUE	EXCELLENT ..X..	GOOD	FAIR	POOR.....
SKILL DEVELOPMENT POTENTIAL	EXCELLENT ..X..	GOOD	FAIR	POOR.....
STUDENT APPEAL	EXCELLENT ..X..	GOOD	FAIR	POOR.....
CLARITY OF PRESENTATION	EXCELLENT ..X..	GOOD	FAIR	POOR.....
PHYSICAL FORMAT	EXCELLENT	GOOD	FAIR ..X*..	POOR.....

MOST USEFUL FOR ABOVE AVERAGE ..... AVERAGE ..X... BELOW AVERAGE ...... STUDENT
SPECIFIC CURRICULUM TIE-IN
SUBJECT ...Geography......... GRADE ...8.... UNIT TITLE .The People of Asia.

Specific topic coverage:
...agriculture...
...festivals...
...homelife...
...music...
...crafts...
...food...
...industry...
...sheepherding...

RECOMMENDED FOR MEDIA INDEX? YES ..X.. NO ......
DATE .Oct. 31, 1965. REVIEWER .Marion S. Ross.... SCHOOL .Exler Junior High.

* Photographs are in black and white; color is needed.
Ex-L-2
Adopted 1-5-67

Superintendent of Schools, Department of Education
San Diego County
SCHOOL LIBRARY SERVICE

TEXTBOOK EVALUATION FORM

AUTHOR Helen M. Robinson et al

TITLE CHALLENGES

SERIES Curriculum Foundation Series

PUBLISHER Scott, Foresman and Company

PUBLICATION DATE: FIRST EDITION 1967 PRESENT EDITION 1967

PLEASE UNDERLINE PERTINENT ITEMS

SCOPE
- Geography (what areas?) ____
- History (what countries?) ____
- Spelling
- Arithmetic
- [✓ Reading (developmental]
  - (literary
- Language
- Science
- Health
- Music
- Other

GRADE LEVEL for which it is intended --K,1,2,3,4,5,6,7,8,9,10,11,12.

VOCABULARY CORRELATION--If primary health, science or social studies - is vocabulary correlated with basic reader series -
Yes ____ No ____
If Yes--with which series? ____

CONTENT
- Factual
- [✓ Authentic]
- Biased (in what way?) ____
- Objective
- [✓ Up to date]

STYLE
- [✓ Literary]
- Technical
- [✓ Readability--good], fair, poor
- Clearly expressed

ORGANIZATION
- Chronological
- [✓ Topical]
- Problem centered
- Unit centered
- With usual chapter headings & sections

TEACHER AIDS
- [✓ Bibliography]
- Index
- Glossary
- Suggestions for activities
- Unusual words marked
- Correlated audio-visual material
- [✓ Manual available]
- [✓ Workbooks available]

VALUE TO CURRICULUM

Adapted to local instructional needs? Yes X No
How?

Suitable for supplementing basic instructional program? Yes X No
In what area? Reading, social studies, guidance
At what grade level? 8 to 9
Suggestions for use

Useful for enrichment or extended reading? Yes No
Special uses Adopt readings to units in areas listed above

ILLUSTRATIONS

[✓ Black and white]
[✓ Color]
[✓ Photographs]
[✓ Diagrams]
[✓ Maps]

[✓ Suitable to subject matter]
[✓ Suitable to grade level]
[✓ Actually supplement the test]
[✓ Well placed]

MECHANICAL

Binding
  [✓ Cloth] (plasticized)
  Paper
  Other
  [✓ Sturdy]
  [✓ Stiched]

Printing
  Typesize -
    [✓ Satisfactory]
    Too large
    Too small
  Unusual type
  Color
    [✓ black]
    other

Paper
  Color -
    [✓ White]
    Other
  [✓ Satisfactory]
    Too thin
    Glossy

Margins--[✓ adequate] too narrow general appearance--[✓ attractive]
uninteresting

SUGGESTED USE

Teacher reference
1 per classroom
5-10 per classroom
15 per classroom X

RECOMMENDATIONS

Recommended - Interest level (grades) 8 - 10
Reading level (grades) 8

Not recommended
Remarks--If not recommended, please explain why:

Date 6/17/68 Reviewer Gloria Kurtz School Exler Junior High

DIVISION OF SCHOOL LIBRARIES
Commonwealth of Pennsylvania
Bureau of General and Academic Education

MEDIA SELECTION SELF EVALUATION CHECKLIST

Good school library service is in direct proportion to the quality of the media collection and to the competence and dedication of the librarian. A quality media collection meets adequately both the developmental needs of the curriculum and the needs, interests, goals, and abilities of the students.

A competent school librarian exchanges the library budget for the best resources available. The following provocative questions are reproduced here to provide guidance in analyzing media selection practices:

	YES	NO
1. Could you defend each media purchase on the basis of need, suitability, and/or intrinsic worth?		
2. Do you make an effort to keep your personal enthusiasms and prejudices from influencing unduly your choice of media?		
3. Do you maintain a list of curricular topics lacking adequate coverage so that you are reminded to search for media to meet those topic development needs?		
4. Do you maintain a consideration file to which you add suggestions for purchase as you review books, preview non print media, and read reviews?		
5. Do you seek to maintain balance in your buying so that over a period of a year all areas of the collection have been considered for new titles, added copies, weeding, and replacement?		
6. Do you have a realistic picture of the abilities of your students based on your knowledge of their cumulative records?		
7. Do you know the students as individuals so that you can search for media suited uniquely to individual student needs, interests, goals, and abilities?		
8. Do you attempt to cover all areas of the curriculum with media of different levels of difficulty?		

	YES	NO
9. Do you duplicate titles judiciously, suiting the number to a demonstrated demand and choosing only those of proven worth?	______	______
10. Do you avoid selecting the mediocre and the marginal both in print and non print media?	______	______
11. Do you constantly relate media under consideration to materials already in the collection to avoid the purchase of "just another"?	______	______
12. Do you devote some time to re-evaluating media in the collection, weeding those no longer of educational significance and those no longer of student interest?	______	______
13. Do you encourage teachers and students to participate in selecting library media?	______	______
14. Do you visit the Pennsylvania Department of Public Instruction Area School Library Branch and examine print and non print media before making your purchase list?	______	______

DSL-
Adopted, 1968

BASIC ROUTINES AND PROCEDURES

MEDIA ORDERING PROCEDURES

It is recommended that orders be placed monthly or once every two months. Ordering materials once or twice a year precludes the availability of those materials as they are needed when they are needed. Large annual orders also inflict an undue workload on the librarian who must process a great number of materials at one time which, in turn, delays the use of these resources and prohibits the librarian from functioning effectively as a teacher.

It is recommended that all printed materials be ordered preprocessed especially if the district does not have centralized processing available. Commercial processing represents a 50% savings over local preparation of materials. It is recommended that processing kits be bought if books are not ordered preprocessed.

It is recommended that each district establish a centralized ordering and processing center. Not only does centralized service expedite securing and preparing materials but it is economically advantageous.

1. Ordering is an exacting and time consuming task.
2. When clerical routines are centralized the librarian is freed to function as a full-time educator and clerical routines are performed by lower salaried non-professionals.
3. When orders are pooled larger jobber discounts are available, processing supplies can be bought at quantity discount, ordering and acquisition routines are streamlined:
    a. One order rather than multiple orders
    b. Single invoice rather than many
    c. Simplified order checking and bill posting
    d. Elimination of duplication of effort in card or processing kit searching and ordering.

BASIC ROUTINES AND PROCEDURES

INVENTORY PROCEDURES

The purpose of an inventory is to determine what materials are actually in the library. Taking an inventory of library holdings requires checking each book and each piece of non print material against the shelflist record. A valid inventory can only be taken when all materials are in the library; therefore, the inventory should be taken at the close of the school year.

When a library collection numbers more than 5,000 books, it is recommended that the fiction collection be inventoried one year and the non fiction collection be inventoried the next year.

Since taking an inventory is a time consuming and an exacting task, it is well for two librarians to work together, one checking the books on the shelves or the non print materials in the drawers or cabinets, while the other handles the shelflist cards.

Taking a book inventory involves the following:

1. Arranging all fiction books alphabetically by author, then by title, then by copy number
2. Arranging all non fiction by classification number, then by author letter or Cutter number, then by title, and then by copy number
3. Checking each card in the shelflist against the books on the shelf
4. Examining each book to determine its physical condition and its value to the collection
5. Withdrawing books in poor physical condition, repairing those books requiring minor reconditioning, discarding those judged too bad to stand another year's wear
6. Withdrawing books judged obsolete
7. Indicating on shelflist cards books withdrawn
8. Indicating on order list titles of books to be replaced
9. Turning book down on shelf if no shelflist record is found for it
10. Noting on the shelflist card if the book is missing
11. Withdrawing shelflist cards for all titles discarded and not to be replaced

12. Making a shelflist card or added copy entry for all books found omitted from the shelflist record

13. Indicating on INVENTORY RECORD SHEET the number of books missing and the number of books discarded (See MODEL INVENTORY RECORD following. Five copies are included for removal from manual for use.)

Maintaining a book inventory involves the following:

1. Keeping a record for each year of library operation

2. Recording in appropriate fiction or non fiction category each book added to collection

3. Recording each separate book received under ESEA in appropriate category

4. Indicating each separate book withdrawn either for loss or discard

5. Keeping a running total for each category and for total holdings

Taking a non print media inventory involves the following:

1. Arranging all filmstrips, slides, tape and disc recordings, microfilms, study prints, maps, charts, transparencies, realia, etc. in their assigned catalog or file drawer

2. Checking each card in the shelflist against the contents of the card catalog

3. Examining each piece of material to determine its physical condition and its value to the collection

4. Withdrawing materials in poor physical condition

5. Withdrawing materials judged obsolete

6. Indicating on order list those materials to be re-ordered

7. Noting on the shelflist card if a piece of material is missing or withdrawn

8. Making a shelflist card if no shelflist record is found for a piece of material

9. Indicating on INVENTORY RECORD SHEET the number of filmstrips, slides, tape and disc recordings, microfilms, study prints, maps, charts, transparencies, realia, etc. missing and the number discarded

(MODEL)
EXLER SCHOOL DISTRICT
EXLER, PENNSYLVANIA 16312

INVENTORY RECORD

SCHOOL Otto Creek Elementary DATE June, 1968

BOOKS	Holdings Sept. 1967	Acquisition		No. Lost or Discarded	Total No. in Collection
		ESEA	Other		
000 General Works	78	12	12	1	101
100 Philosophy	3				3
200 Religion	41		2		43
300 Sociology	107	7			114
400 Languages	8		1		9
500 Science	261	32	17	1	309
600 Useful Arts	191				191
700 Fine Arts	87		7		94
800 Literature	64	8	25		97
900 History - Geography	271	25	33		329
92 Ind. Biography	150	25	1		176
920 Col. Biography	27	2	2		31
F Fiction	408	50	22	3	477
E Easy	78	15	7	1	99
BOOK TOTALS	1774	176	129	6	2073
Filmstrips	11	60	2		73
Disc Recordings	2	8	12		22
Tape Recordings		2			2
Slides	87			41	46
Study & Art Prints	23	21			44
Maps	7	2	6	1	14
Charts	2	7			9
Transparencies		27	12		39
Microforms					0
Realia	3			1	2
Resource Kits	7	1			8

Ex-L-3
Adopted 1-5-68

INVENTORY RECORD

SCHOOL ______________________________ DATE ____________

BOOKS	Holdings Sept. 19__	Acquisition ESEA Other	No. Lost or Discarded	Total No. in Collection
000 General Works				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
900 History - Geography				
92 Ind. Biography				
920 Col. Biography				
F Fiction				
E Easy				
BOOK TOTALS				
Filmstrips				
Disc Recordings				
Tape Recordings				
Slides				
Study & Art Prints				
Maps				
Charts				
Transparencies				
Microforms				
Realia				
Resource Kits				

Adopted ____

Inventory for five years are included here.

INVENTORY RECORD

SCHOOL ______________________________ DATE __________

BOOKS	Holdings Sept. 19__	Acquisition		No. Lost or Discarded	Total No. in Collection
		ESEA	Other		
000 General Works					
100 Philosophy					
200 Religion					
300 Sociology					
400 Languages					
500 Science					
600 Useful Arts					
700 Fine Arts					
800 Literature					
900 History - Geography					
92 Ind. Biography					
920 Col. Biography					
F Fiction					
E Easy					
BOOK TOTALS					
Filmstrips					
Disc Recordings					
Tape Recordings					
Slides					
Study & Art Prints					
Maps					
Charts					
Transparencies					
Microforms					
Realia					
Resource Kits					

Adopted ______

Inventory for five years are included here.

INVENTORY RECORD

SCHOOL ______________________________ DATE ____________

BOOKS	Holdings Sept. 19__	Acquisition ESEA Other	No. Lost or Discarded	Total No. in Collection
000 General Works				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
900 History - Geography				
92 Ind. Biography				
920 Col. Biography				
F Fiction				
E Easy				
BOOK TOTALS				
Filmstrips				
Disc Recordings				
Tape Recordings				
Slides				
Study & Art Prints				
Maps				
Charts				
Transparencies				
Microforms				
Realia				
Resource Kits				

Adopted ______

Inventory for five years are included here.

____

____

INVENTORY RECORD

SCHOOL ______________________________________ DATE ____________

BOOKS	Holdings Sept. 19__	Acquisition		No. Lost or Discarded	Total No. in Collection
		ESEA	Other		
000 General Works					
100 Philosophy					
200 Religion					
300 Sociology					
400 Languages					
500 Science					
600 Useful Arts					
700 Fine Arts					
800 Literature					
900 History - Geography					
92 Ind. Biography					
920 Col. Biography					
F Fiction					
E Easy					
BOOK TOTALS					
Filmstrips					
Disc Recordings					
Tape Recordings					
Slides					
Study & Art Prints					
Maps					
Charts					
Transparencies					
Microforms					
Realia					
Resource Kits					

Adopted ______

Inventory for five years are included here.

____

____

INVENTORY RECORD

SCHOOL ______________________________ DATE ____________

BOOKS	Holdings Sept. 19__	Acquisition ESEA Other	No. Lost or Discarded	Total No. in Collection
000 General Works				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
900 History - Geography				
92 Ind. Biography				
920 Col. Biography				
F Fiction				
E Easy				
BOOK TOTALS				
Filmstrips				
Disc Recordings				
Tape Recordings				
Slides				
Study & Art Prints				
Maps				
Charts				
Transparencies				
Microforms				
Realia				
Resource Kits				

Adopted ______

Inventory for five years are included here.

BASIC ROUTINES AND PROCEDURES

WEEDING PROCEDURE

Weeding is the process of withdrawing from the collection those materials no longer suitable for use. Basis for weeding are:

Materials in poor physical condition

Materials containing outmoded or obsolete subject content

Materials no longer pertinent to the curriculum

Materials no longer of student interest

Materials superceded by more current information

Gifts not appropriate for the library

Weeding should be a continuous process. When a book, filmstrip, record, study print or other piece of material is too badly worn to be used it should be withdrawn from the collection and discarded. If the usefulness of the material warrants it, the discarded title should be re-ordered. It is poor economy to retain editions of required reading that lack eye-appeal; if an attractive, new edition is available, it should be bought and the unattractive edition discarded.

It is recommended that discarded materials not be given to students nor to faculty members nor to members of the community. Better to destroy the discarded materials than to run the risk of having to defend your decision to withdraw the title which to the uninitiated might seem wasteful and destructive. Destroying discards obviates the possibility of a discarded book inadvertently returning to the collection.

The procedure for discarding books is:

Cancel the shelflist record of the discarded book.

Destroy the book pocket and card immediately.

If the title being discarded is the last copy and the title is not to be re-ordered, remove the shelflist and all other catalog cards for this title.

Stamp the word "discard" on the end papers and on the title page.

Package, label, and remove discarded materials immediately.

Indicate on the INVENTORY RECORD the number of copies in each category withdrawn from the collection and adjust totals.

MEDIA PROCESSING PROCEDURE

NOTE It is recommended that the mechanical routine of media acquisition, classification, processing and indexing be delegated to a paraprofessional staff member working under the direction of the head professional librarian or coordinator.

It is recommended that book processing from unpacking the order to placing the book on the shelf be a routine sequence recorded and followed in detail.

Since cataloging is a task demanding exactitude and specialized know-how, it is recommended that the novice librarian be guided by the procedures and routines outlined in Commonsense Cataloging: A Manual for the Organization of Books and Other Materials in School and Small Public Libraries by Esther J. Piercy, available from H. W. Wilson Company for five dollars. Pages 214 and 215 of that book, "Appendix VII, Checklist of Individual Library Practices" have been abstracted with permission of the publisher and are included here to serve as a manual for compiling a record of library practices, a checklist to unify and direct library operation.

The basis for assigning to a book on the elementary level a classification number is the Decimal Classification and Relative Index, ninth abridged edition, available from H. W. Wilson Company for ten dollars.

For secondary level books it is recommended that classification numbers be assigned on the basis of the Decimal Classification and Relative Index, seventeenth edition, available from H. W. Wilson Company for thirty dollars.

It is recommended that subject headings be assigned on the basis of Sears List of Subject Headings, available from H. W. Wilson Company for eight dollars.

It is also recommended that Subject Headings for Children's Material, by Eloise Rue and Effie LaPlante, available from the American Library Association for four dollars be used for suggestions specifically helpful on the elementary level.

CHECKLIST OF INDIVIDUAL LIBRARY PRACTICES*

Material	Where housed?	How arranged?	Classification symbol used?	If catalogued, under what entry?	--Cards--			Grade or age indicated?
					gen'l or separate catalog?	bordered or stamped?	gen'l or special shelf list?	
Pamphlets								
Periodicals								
Newspapers								
Clippings								
Pictures								
Manuscripts								
Microforms								
Maps								
Films								
Filmstrips								
Slides								
Phonodiscs								
Tapes								
Other physical objects								

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* Adapted from Piercy, Esther J. COMMONSENSE CATALOGING. New York: H. W. Wilson, 1965. pp. 214 - 215.

PRELIMINARY PROCESSING NOTES

Centralized processing is recommended for all districts. When this is not feasible economically or physically, these items should be given serious consideration.

1. Preprocessed books should be purchased whenever possible. Economy, immediate availability of media, appropriate use of professional time are major reasons. (see Appendix N)
2. If preprocessed books are not purchased, processing kit should be ordered. These are economical of both money and time.
3. Commercially produced cards are available from several sources at a reasonable price, if preprocessing or kits are not economically possible.
4. Plastic book jackets extend the life and add eye appeal for the small investment of approximately $.10 per jacket.
5. Multiple, page edge, and secret page stamping are archaic practices.
6. Type and size of pocket and card, pocket-date slips combination and location of pocket are all matters of local decision.

MODEL

PROCESSING ROUTINE SEQUENCE

(You may wish to reproduce these pages and hang them in your workroom.)

I. Check contents of each shipment against packing slip:
  A. Examine each piece of material to determine condition.
  B. Note any discrepancies on packing slip.
  C. Notify publisher or distributor of short or damaged items.
  D. Date, initial, and hold packing slip for arrival of invoice.

II. Prepare preprocessed books for shelving and circulation:
  A. Cut uncut pages.
  B. Examine for binding, signature, and page imperfections.
  C. Match spine title and label with title page, catalog card, book pocket, book charge card information.
  D. Stamp book with library identification.
  E. Withdraw, separate, and hold for filing catalog and shelflist cards.
  F. Do NOT note purchase information in any book.
  G. Add book to inventory.
  H. Place book on shelf.

III. Prepare for shelving and circulation books received unprocessed:
  A. Cut uncut pages.
  B. Examine for binding, signature, and page imperfections.
  C. Match spine and cover information with title information.
  D. Stamp book with library identification.
  E. Select option:
    1. Purchase processing kits:
      a. Order kits according to supplier's direction. (See Appendix N)
      b. Check kits on arrival.
      c. Accept or revise call numbers.
      d. Affix spine label.
      e. Protect dust jacket with plastic cover
      f. Tape or glue plastic covered book jacket to book.
      g. Affix book pocket with card and date slip.
      h. Withdraw, separate, and hold for filing catalog and shelflist cards.
      i. Do NOT note purchase information in any book.
      j. Add book to inventory
      k. Place book on shelf.
    2. Purchase printed catalog card sets:
      a. Order catalog cards according to supplier's direction. (See Appendix N)
      b. Check cards on arrival.
      c. Prepare complete sets: author, shelflist, title, and, if appropriate, subject. (See Figures 2, 3)

- (1) If *with* call number, accept or revise.
- (2) If *without* call number
    - (a) Determine classification.
    - (b) Assign author identification.
    - (c) Type two parts of call number. (See (a) and (b) above) (See Figure 1)
- (3) If without *title*
    - (a) Type title card. (See Figures 2,3)
    - (b) Capitalize as found on title entry.
- (4) If without *subject heading*
    - (a) Determine subject headings.
    - (b) Type subject cards. (See Figures 2, 3)
    - (c) Type complete subject heading in capital letters.
- (5) Select one author card for shelflist.

3. Make catalog cards:
    - a. Purchase plain, white, unlined, bottom center-punched (for rod in catalog drawer) 3 x 5 cards from a library supply house. (See Appendix N)
    - b. Prepare complete set for each book: author, shelflist, title, and, if appropriate, subject. (See Figures 2, 3)
    - c. Work from title page, *never* from cover or dust jacket.
    - d. Determine classification.
    - e. Assign author identification.
    - f. Prepare author card.
    - g. Prepare title card. (See Figures 2, 3)
    - h. Prepare appropriate subject cards entering subject headings in capital letters. (See Figures 2, 3)
4. Prepare book for circulation.
    - a. Purchase book pockets, date slips, book cards, and spine labels from a library supply house. (See Appendix N)k
    - b. Type on pocket and charge card (See Figures 4, 5):
        - (1) Call number.
        - (2) Copy number if appropriate.
        - (3) Author.
        - (4) Title.
    - c. Type call number on spine label and affix to jacket.
    - d. Protect dust jacket with plastic cover and attach to book.
    - e. Affix pocket and date slip.
5. File catalog cards. (See Appendix O)
6. File shelflist cards.
    - a. Separate fiction from non fiction shelflist cards
    - b. File fiction cards alphabetically
    - c. (1) By author's name,
        - (2) Then by title.
    - c. File non fiction cards in Dewey decimal sequence
        - (1) In numerically ascending order,
        - (2) Then alphabetically by author
        - (3) Individual biographies (92's) alphabetically by biographee's name
        - (4) Collective biographies (92's) alphabetically by author's name.

IV. Prepare nonprint material for storage and circulation.

A. The call number for a disc recording, filmstrip, slide, motion picture, etc. is composed of the word or symbol indicative of the media type plus the location number indicative of the exact storage location.

B. Each aperture in the drawer of a filmstrip or record cabinet, etc. is designated by number in consecutive ascending order; this number is assigned to the piece of media material to be housed in that aperture.

C. Concerning the use of color coded cards the following points should be considered.

Pro:

1. Color coding acquaints students and teachers with the variety of media available pertinent to a given topic.
2. It facilitates the recognition of nonprint material at a glance.

Con:

1. A variety of items complicates color designations.
2. Additional time is required to correctly code cards.
3. Commercially produced cards are usually not colored.

Changing of a code once instituted and the needless ensuing busy work is never recommended.
The Division of School Libraries suggests the selection of a color coding system most suitable to individual collection needs; a locally devised code or any of the existing published ones like, NAVA, Pitt-Davies, SPARC.

D. One band of color only should be used on each card for nonprint material.

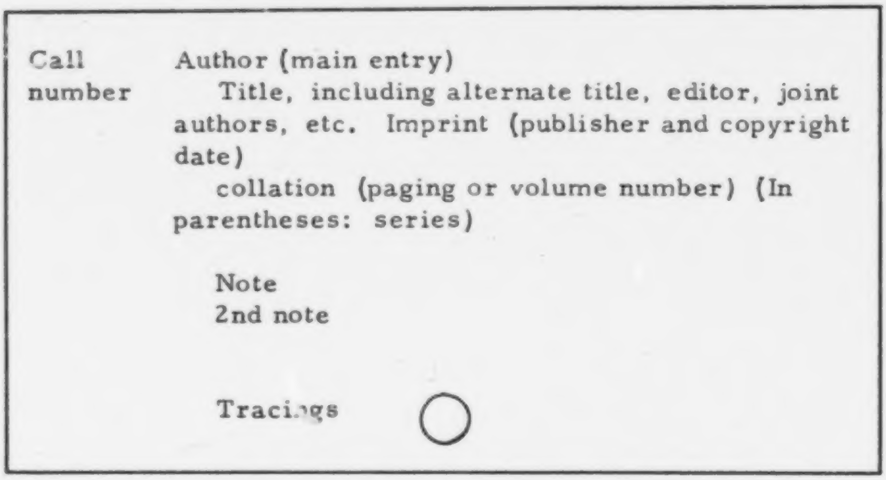
MODEL

SUGGESTED COLOR-CODING SYSTEM

Instructional Medium	Color Band	Solid Color
Art Print	Black	
Chart	Blue	
Disc recording	Brown	
Diorama		Buff
Filmstrip	Gray	
Filmstrip, sound	Gray	
Globe	Orange	
Kinescope	Green	Salmon
Kit		
Map	Red	
Microcard	Light blue	
Microfilm	Light blue	
Microslide	Light green	
Model	Orange	
Motion picture	Green	
Motion picture, single concept	Green	
Poster	Blue	
Realia	Orange	
Slide	Pink	
Study print	Black	
Tape recording	Brown	
Transparency	Purple	
Videotape	Green	

FIGURE 1

A CATALOG CARD AND ITS PARTS



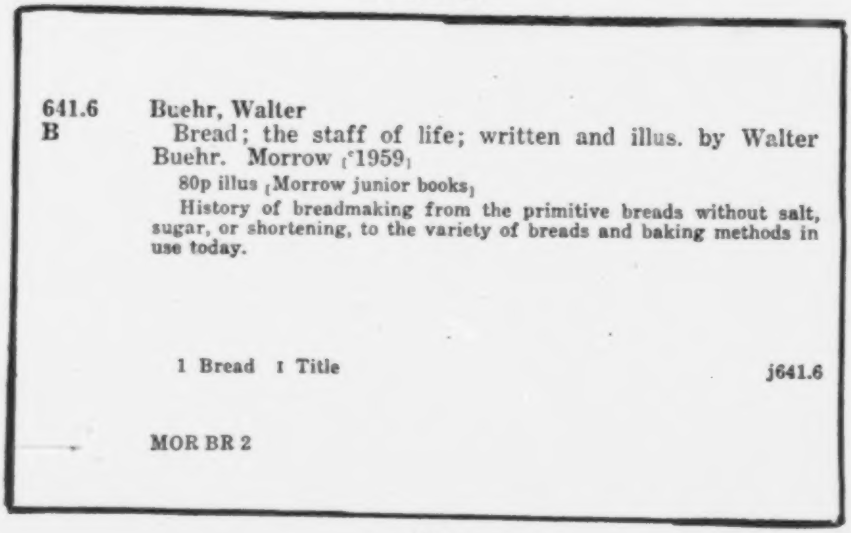
Call number

Author (main entry)
Title, including alternate title, editor, joint authors, etc. Imprint (publisher and copyright date)
collation (paging or volume number) (In parentheses: series)

Note
2nd note

Tracings ○

SAMPLE



641.6
B

Buehr, Walter

Bread; the staff of life; written and illus. by Walter Buehr. Morrow [c1959]

80p illus [Morrow junior books]

History of breadmaking from the primitive breads without salt, sugar, or shortening, to the variety of breads and baking methods in use today.

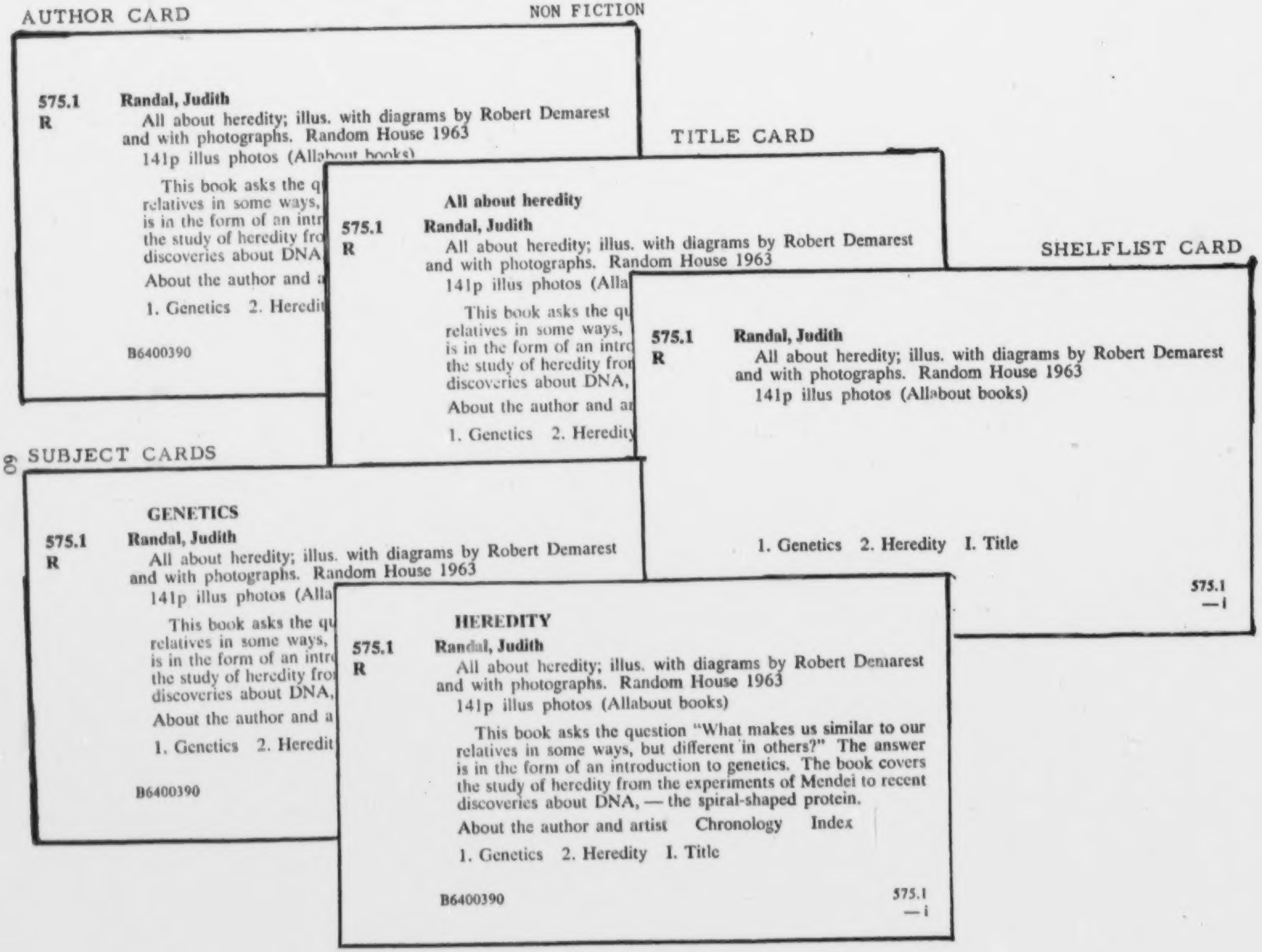
1 Bread I Title j641.6

MOR BR 2

FIGURE 2

A SET OF CATALOG CARDS

NON FICTION



AUTHOR CARD

575.1 **Randal, Judith**
R
All about heredity; illus. with diagrams by Robert Demarest and with photographs. Random House 1963
141p illus photos (Allabout books)

This book asks the q
relatives in some ways,
is in the form of an intr
the study of heredity fro
discoveries about DNA

About the author and a

1. Genetics 2. Heredit

B6400390

TITLE CARD

All about heredity

575.1 **Randal, Judith**
R
All about heredity; illus. with diagrams by Robert Demarest and with photographs. Random House 1963
141p illus photos (Alla

This book asks the qu
relatives in some ways,
is in the form of an intro
the study of heredity fron
discoveries about DNA,

About the author and ar

1. Genetics 2. Heredity

SHELFLIST CARD

575.1 **Randal, Judith**
R
All about heredity; illus. with diagrams by Robert Demarest and with photographs. Random House 1963
141p illus photos (Allabout books)

1. Genetics 2. Heredity I. Title

575.1
—i

SUBJECT CARDS

GENETICS

575.1 **Randal, Judith**
R
All about heredity; illus. with diagrams by Robert Demarest and with photographs. Random House 1963
141p illus photos (Alla

This book asks the qu
relatives in some ways,
is in the form of an intro
the study of heredity fro
discoveries about DNA,

About the author and a

1. Genetics 2. Heredit

B6400390

HEREDITY

575.1 **Randal, Judith**
R
All about heredity; illus. with diagrams by Robert Demarest and with photographs. Random House 1963
141p illus photos (Allabout books)

This book asks the question "What makes us similar to our relatives in some ways, but different in others?" The answer is in the form of an introduction to genetics. The book covers the study of heredity from the experiments of Mendei to recent discoveries about DNA, — the spiral-shaped protein.

About the author and artist Chronology Index

1. Genetics 2. Heredity I. Title

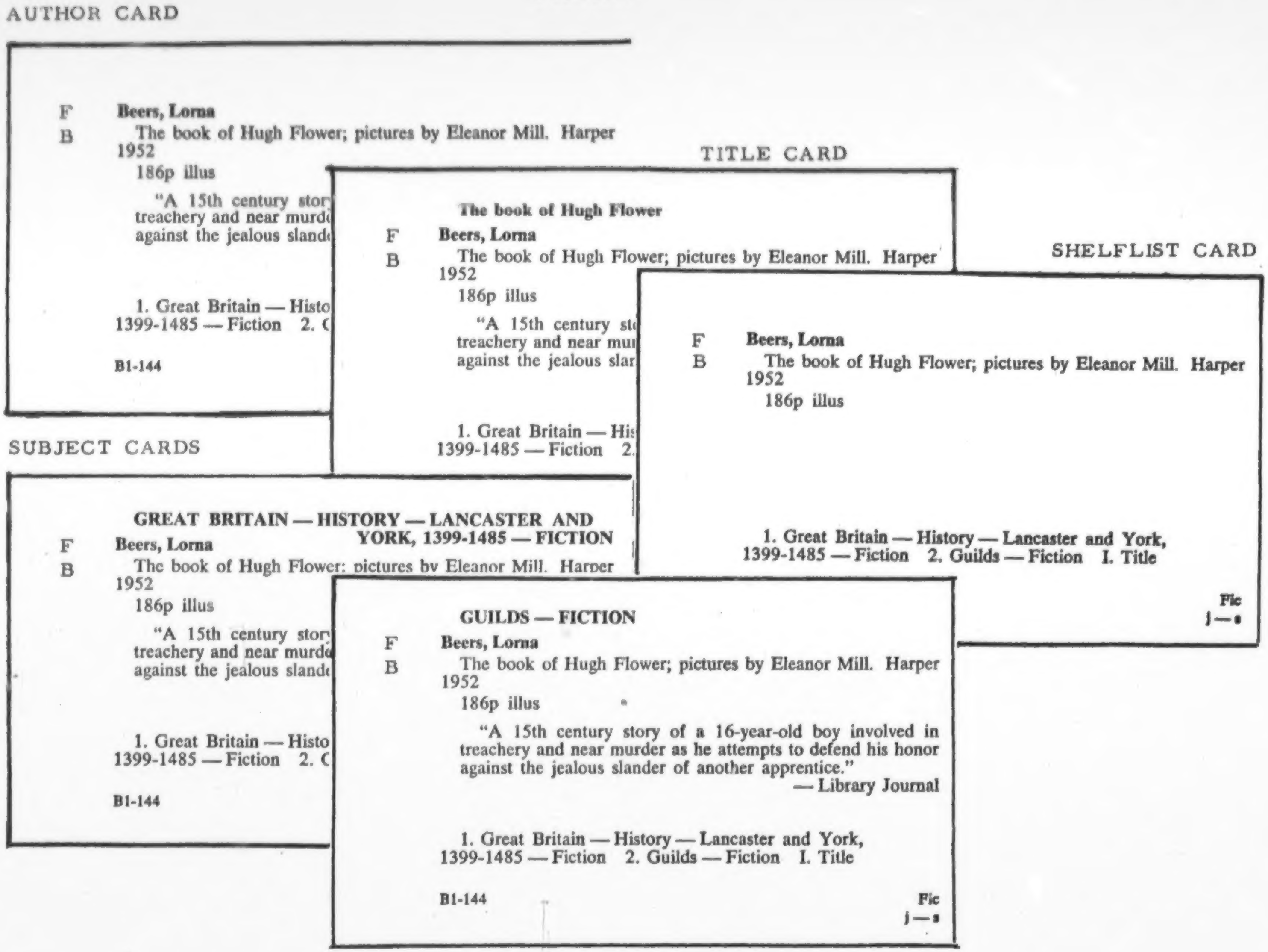
B6400390

575.1
—i

FIGURE 3

A SET OF CATALOG CARDS

FICTION



AUTHOR CARD

F Beers, Lorna
B The book of Hugh Flower; pictures by Eleanor Mill. Harper
1952
186p illus
"A 15th century stor
treachery and near murd
against the jealous sland
1. Great Britain — Histo
1399-1485 — Fiction 2. C
B1-144

TITLE CARD

The book of Hugh Flower
F Beers, Lorna
B The book of Hugh Flower; pictures by Eleanor Mill. Harper
1952
186p illus
"A 15th century st
treachery and near mu
against the jealous slar
1. Great Britain — His
1399-1485 — Fiction 2.

SHELFLIST CARD

F Beers, Lorna
B The book of Hugh Flower; pictures by Eleanor Mill. Harper
1952
186p illus
1. Great Britain — History — Lancaster and York,
1399-1485 — Fiction 2. Guilds — Fiction I. Title
Fic
j—s

SUBJECT CARDS

GREAT BRITAIN — HISTORY — LANCASTER AND
YORK, 1399-1485 — FICTION
F Beers, Lorna
B The book of Hugh Flower; pictures by Eleanor Mill. Harper
1952
186p illus
"A 15th century stor
treachery and near murd
against the jealous sland
1. Great Britain — Histo
1399-1485 — Fiction 2. C
B1-144

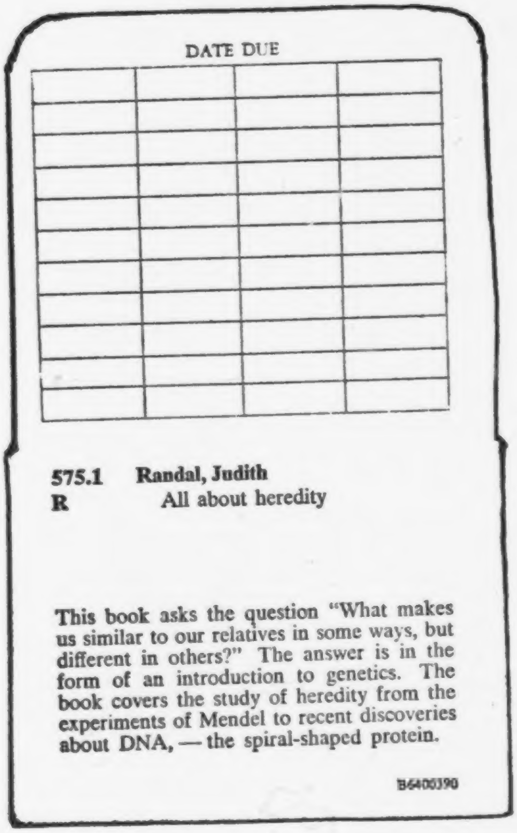
GUILDS — FICTION
F Beers, Lorna
B The book of Hugh Flower; pictures by Eleanor Mill. Harper
1952
186p illus
"A 15th century story of a 16-year-old boy involved in treachery and near murder as he attempts to defend his honor against the jealous slander of another apprentice."
— Library Journal
1. Great Britain — History — Lancaster and York,
1399-1485 — Fiction 2. Guilds — Fiction I. Title
B1-144
Fic
j—s

FIGURE 4

POCKET AND CARD SET

NON FICTION

POCKET



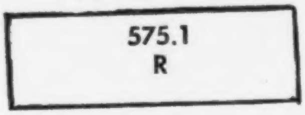
DATE DUE

575.1 **Randal, Judith**
R All about heredity

This book asks the question "What makes us similar to our relatives in some ways, but different in others?" The answer is in the form of an introduction to genetics. The book covers the study of heredity from the experiments of Mendel to recent discoveries about DNA, — the spiral-shaped protein.

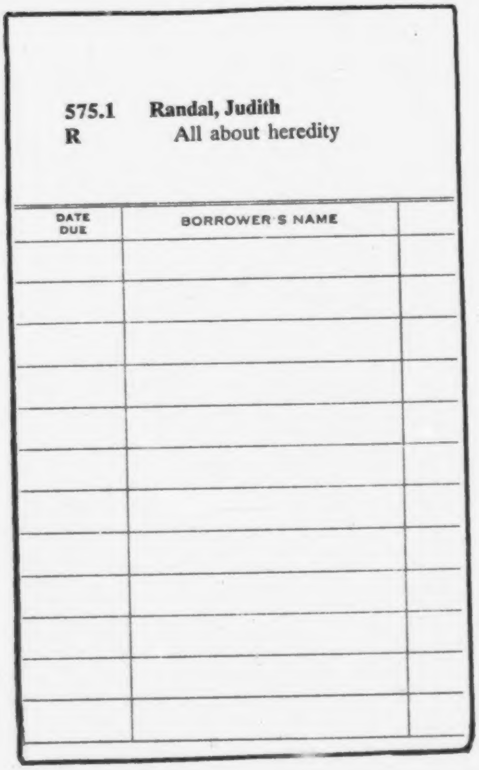
B6400390

SPINE LABEL



575.1
R

CARD



575.1 **Randal, Judith**
R All about heredity

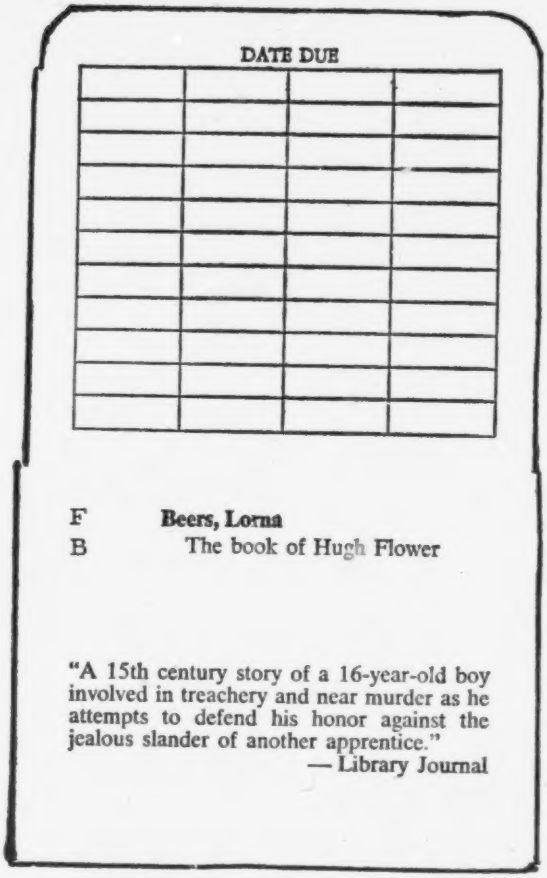
DATE DUE	BORROWER'S NAME	

FIGURE 5

POCKET AND CARD SET

FICTION

POCKET

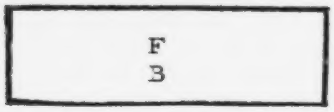


DATE DUE

F **Beers, Lorna**
B The book of Hugh Flower

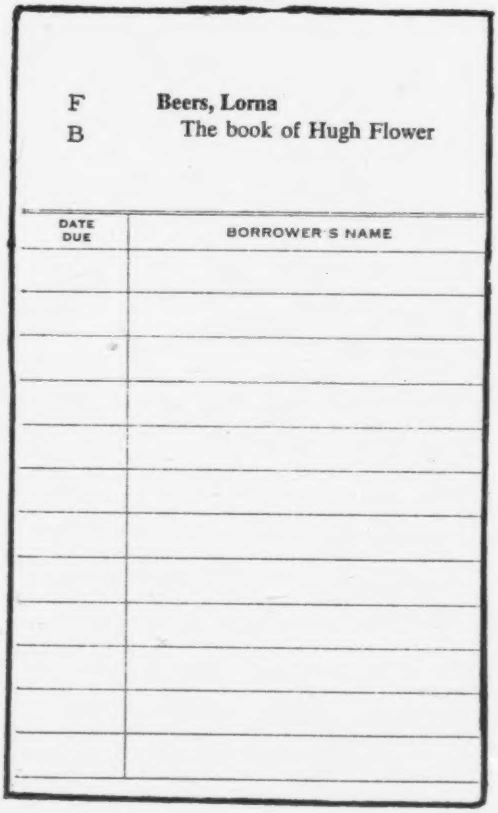
"A 15th century story of a 16-year-old boy involved in treachery and near murder as he attempts to defend his honor against the jealous slander of another apprentice."
— Library Journal

SPINE LABEL



F
B

CARD



F **Beers, Lorna**
B The book of Hugh Flower

DATE DUE	BORROWER'S NAME

BASIC SCHOOL LIBRARY FUNCTIONS AND PROCEDURES

SCHEDULING

Since it is contrary to recommended practice to use the school library as an assigned study hall, the library should never be scheduled as a regular class. At no time is it educationally defensible to schedule students into the library for a semester of formal instruction in library usage. The teaching of study skills in isolation from actual classroom need and practice is not educationally desirable.

A library program to be educationally effective must be flexible and adaptable to the developmental needs of the curriculum and the needs of the students. Therefore, a functional library program demands an "open" schedule - the opportunity for the scheduled use by classes, groups, and individual students when that use is appropriate, timely, and educationally significant.

The school librarian should be delegated the responsibility for scheduling the use of the library. Administrators should encourage the faculty to plan with the librarian for the scheduled use of materials and library facilities.

At no time should the librarian be expected to work with more students than a normal class-size group.

(See MODEL SECONDARY SCHOOL LIBRARY SCHEDULE and MODEL ELEMENTARY SCHOOL LIBRARY SCHEDULE following)

MODEL

EXLER SCHOOL DISTRICT
EXLER, PENNSYLVANIA 16312

Tupelo Ledge Jr. H. S. SCHOOL
John E. Peabody LIBRARIAN

LIBRARY SCHEDULE
WEEK OF 6-10-68

	1 8:00 - 8:15	2 8:20 - 9:00	3 9:05 - 9:45	4 9:50 - 10:30	5 10:35 - 11:15	6 11:20 - 11:50 11:50 - 12:20 12:20 - 12:50	7 12:55 - 1:35	8 1:40 - 2:20
MONDAY May 6, 1968	7 recreational reading	8^3 Am. Hist. Westward Movement Mr. Allen	8^1 Am. Hist. Westward Movement Mr. Allen	8^2 English Evangeline Miss Olwyn	9^5 Science Simple Machines Mr. Shipsted	8^2 Art L U N C H color and design Miss Eliot	Sp. Ed.[1] Animal Stories Mrs. Brown	8 recreational reading
TUESDAY May 7, 1968 64	9 recreational reading	8^3 second reading Mr. Allen	8^1 second reading Mr. Allen	9^5 Graphic Arts Project Layout Mr. Jones	7^1 Math Graphs Mr. Boyd	3^2 Miss Eliot L U N C H second reading	9^4 Medieval Historical Novel Mr. Anthony	7 recreational reading
WEDNESDAY May 8, 1968	7 recreational reading	7^2 Home Ec Foreign Foods Miss Edge	9^4 Phys. Ed. Football Stories Coach Haskel	9^1 English Narrative Poetry Mr. Brethauer	LUNCH	Conference 7 Social Studies Teachers	9^3 Biological Principles Unit Preparation	8 recreational reading
THURSDAY May 9, 1968	9 recreational reading	7^2 second reading Miss Edge	to room 104 participating in 8^1 panel discussion Mr. Allen	9^2 English Narrative Poetry Mr. Brethauer	LUNCH	7^4 Music Unit Preparation	8^3 English Speech Preparation Miss Olwyn	9 recreational reading
FRIDAY May 10, 1968	Assembly	Conference Mr. Allen	7^4 Music Stories behind popular songs Miss Cicco	Conference Miss Tweedy Library Coordinator	7^3 Math Graphs Mr. Boyd	L U N C H 9^3 Science Biological Principles Mr. Shipsted	Unit Preparation for 6/17/68	8 recreational reading

MODEL

ELEMENTARY SCHOOL LIBRARY SCHEDULE*

8:00 - An intern teacher works with the librarian to select materials appropriate for study of developing nations in Africa. Magazines, pamphlets, and newspapers are used as well as books, films, and tapes. The file of TV tapes in the central school center reveals an interview with a visitor from Nigeria filmed the previous year.

8:15 - The library is open so children may come in to return and check out books, to look at displays, to read, to use the carrels. If a pupil missed a television lesson, he may see it by presenting a card from the teacher indicating the number of the lesson he should see. Some children work on reports in study carrels. These activities continue throughout the day. The library clerk is present to assist.

9:10 - Two fifth-graders ask for help in locating information about a boundary dispute with Canada.

9:20 - Three fourth-graders want material about Elizabeth Coatsworth, a favorite author. The vertical file contains information, material from the publisher, and a copy of a letter written by the author to another child.

9:25 - Ten children go to the listening area for a filmstrip and record presentation of BLUEBERRIES FOR SAL. They will compare the Weston Woods presentation with the book.

9:30 - The librarian goes to a second-grade classroom for a book-sharing period. She listens to a program about bear characters in books. Paddington, Pooh, August, Sal, Goldilocks, the Bears on Hemlock Mountain are some of the "characters" who tell of their adventures, their authors, and illustrators. This was a culminating experience after the librarian had introduced "Bears in Books." In the library six children listen to a tape recording of a folk tale. Three boys study "slide tape" material on astronomy.

10:00 - A first grade comes for a story hour. The librarian tells a story in the listening area.

10:15 - The music consultant checks out recordings for a lesson in appreciation. The librarian has left a new biography of Leonard Bernstein on the table so he may use it or call it to the attention of the children.

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* From CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL, Second Edition, by Charlotte S. Huck and Doris Young Kuhn. Copyright (c) 1961, 1968 by Holt, Rinehart and Winston, Inc. Reproduced by permission of Holt, Rinehart and Winston, Inc.

10:45 - The librarian meets with a third-grade group for a planned lesson on use of the card catalog. The lesson was reinforced with programmed materials.

11:30 - The librarian has a luncheon meeting with a parent committee and the public librarian to plan a program on books for children.

1:45 - The entire group of ninety children in the intermediate team-teaching unit hears the librarian present a lecture about various editions of Aesop's fables through the centuries. In the library, fifth-graders compare reviews of books in THE HORN BOOK MAGAZINE and YOUNG READERS REVIEW.

3:00 - The librarian meets with the other members of the team-teaching group to evaluate the presentation and to plan further activities.

BASIC FUNCTIONS AND PROCEDURES

CIRCULATION POLICIES

1. All materials, print and non print, in the school library should be circulated. The school library is neither a book warehouse nor a media depository. All materials including reference books and non print media should be circulated.

2. The length of the loan period for most library materials depends on the size of the collection in relation to the population of the school served. One or two weeks is generally considered to be a sufficient period for elementary school libraries with the one week loan plus optional one week renewal privileges the system most frequently adopted.

CIRCULATION ROUTINES

1. The book card found in the pocket of each book remains in the library when the book has been borrowed.

2. The date due slip (or card) is stamped by the circulation assistant indicating when the book is to be returned.

3. Book cards for books charged out (borrowed) are kept at the circulation desk and are arranged by the date due and then

   a. Non-fiction by Dewey classification number.
   b. Fiction alphabetically by author and then by title.

4. It is recommended that mechanical charging devices be considered for schools with enrollments above 500.

APPENDIX: A

THE LIBRARY AND THE STUDY SKILLS PROGRAM

The goal of education in our free society is to enable each citizen to become functionally literate. To be functionally literate means more than being able to read and to write. It means being able to read and to write, and to think and to act with competence. The job of American education is to develop citizens who are capable of critical, analytical, logical, reflective, constructive, and creative thinking. For "the mark of an educated man is not his ability to recall answers to specific questions but his ability to recall and utilize SOURCES that will provide answers to questions or give clues to answers. In a free society committed to the development of individuals prepared to participate intelligently and responsibly in public affairs, ability to locate, supplement, verify, and interpret information becomes a major concern of education..."[1]

The responsibility for developing functional literacy is a common responsibility of all who teach. The librarian as a teacher shares in developing and in implementing the total study skills program. The so called "library skills" are not taught in isolation from classroom teaching and learning but are an integral part of the total skills program. Since "pupils develop skills most effectively when there is systematic instruction and continuing application of the skills"[2] it is imperative that there be "communication and cooperation among teachers of all subjects at a given grade level."[3] "Perhaps the most favorable

---

1. Carpenter, Helen McCracken. SKILL DEVELOPMENT IN SOCIAL STUDIES. 33rd Yearbook. Washington, D.C.: National Council for the Social Studies, 1963. p. 53.
2. Ibid., p. 311
3. Ibid., p. 306

situation of all is one in which the development of a program for more effective learning of skills is conceived as one part of an on-going curriculum-development program, participated in by the entire school staff."[4]

NOTE: THE ALL TOO COMMON PRACTICE OF SCHEDULING CLASSES INTO THE LIBRARY FOR FORMAL INSTRUCTION IN LIBRARY USAGE ON A SEMESTER BASIS IS EDUCATIONALLY UNTENABLE. SINCE INSTRUCTION IN THE USE OF LIBRARY RESOURCES HAS MEANING ONLY WHEN SUCH INSTRUCTION IS A NECESSARY AND INTEGRAL PART OF THE CLASSROOM TEACHING AND LEARNING PROGRAM. SCHEDULING CLASSES FOR FORMAL INSTRUCTION IN LIBRARY USAGE AS AN ACTIVITY DIVORCED FROM THE TEACHING PROGRAM IS DESTRUCTIVE AND WASTEFUL OF BOTH STUDENT AND LIBRARIAN TIME.

For guidance in planning a sequential, integrated skills program, see the SKILL DEVELOPMENT IN SOCIAL STUDIES chart which follows, reprinted here with permission of the National Council for the Social Studies.

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4. Ibid., p. 309

Appendix

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Eunice Johns and Dorothy McClure Fraser

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills.[1] It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others.

---

[1] In preparing this chart, the authors have consulted a wide range of curriculum materials and professional literature, including: Baltimore (Md.) Public Schools. *Guide to Elementary Education*, 1955; Buffalo (N.Y.) Public Schools. *Curriculum Guide, Kindergarten–Grade Three*, 1959, and *Curriculum Guide, Grade Four–Six*, 1959; Minneapolis (Minn.) Public Schools. *Social Studies*, 1957; John U. Michaelis, editor. *Social Studies in Elementary Schools*. Thirty-Second Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1962. Chapter VI; and the body of the *Yearbook* in which this Appendix appears. They wish to acknowledge a particular debt to the social studies committees of the Washington County (Md.) Public Schools and of the Wilmington (Del.) Public Schools, whose draft formulations of similar charts are reflected in this chart.

* Carpenter, Helen McCracken, ed. SKILL DEVELOPMENT IN SOCIAL STUDIES. Thirty-Third Yearbook. Washington, District of Columbia: National Council for the Social Studies, 1963.

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology.

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system.[2] When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this *Yearbook* the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

---

[2] Teachers and curriculum committees who wish to reproduce the chart, or portions of it, are hereby granted permission to do so by the National Council for the Social Studies, holder of the copyright. It is requested, however, that in all cases the introductory pages (pp. 310-312) be included, since this explanatory material provides the necessary frame of reference for the proper use of the chart.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

The chart follows:

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP–LI	J–S
2. Use table of contents	LP	EI–J	S
3. Alphabetize	LP	EI–J	S
4. Use index	EI	LI–J	S
5. Use title page and copyright date	EI	LI–J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI–J	S
7. Distinguish between storybooks and factual books	LP–EI	LI–J	S
8. Choose a book appropriate for the purpose	LP–EI	LI–J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI–J	S
2. Use reference works, such as *World Almanac*, atlases, *Who's Who*, *Statesman's Yearbook*	EI	LI–J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI–J	S
2. Use guide words	EI	LI–J	S
3. Learn correct pronunciation of a word	EI	LI–J	S
4. Understand syllabication	EI	LI–J	S

Social Studies Skills: A Guide to Analysis and Grade Placement—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

Part One: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information—*Con.*			
C. Make efficient use of the dictionary—*Con.*			
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI–J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI–LI	J–S
2. Select important news items	EI	LI	J–S
3. Select from these sources material that is pertinent to class activities	EI	LI–J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J–S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J–S	S
E. Know how to find material in a library, both school and public			
1. Locate appropriate books	EI	LI–J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that—			
a. A book is listed in three ways—by subject, by author, and by title	EI	LI–J	S
b. All cards are arranged alphabetically	EI	LI–J	S

c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S
e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the *Readers' Guide to Periodical Literature* and other indexes	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP-J	S
5. Find acceptable ways to open and close an interview	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained	EP	LP-S	S
G. Be selective in using audiovisual materials	EP-LI	J	S
(See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.)			
H. Use maps and globes in developing geographic skills (See Interpreting maps and globes, Part Two, Section III.)	LP	EI-J	S
II. Organizing information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source	EI	LI-S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*

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PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Organizing information—*Con.*			
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart	EP	LP-LI	J-S
D. Select answers to questions from material heard, viewed, or read	EP	LP-J	S
E. Take notes, making a record of the source by author, title, page	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating information			
A. Distinguish between fact and fiction	EP	LP-J	S
B. Distinguish between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S

D. Consider which source of information is more acceptable, and why	LP	EI–S	S
E. Examine reasons for contradictions, or seeming contradictions, in evidence	J	J–S	S
F. Examine material for consistency, reasonableness, and freedom from bias	J	J–S	S
G. Recognize propaganda and its purposes in a given context	J	J–S	S
H. Draw inferences and make generalizations from evidence	EP	LP–S	J–S
I. Reach tentative conclusions	EP	LP–S	J–S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J–S	S
B. Read to find answers to questions	EP	LP–J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI–J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI–J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J–S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J–S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP–J	S
B. Listen attentively when others are speaking	EP	LP–J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI–J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information	LP–EI	LI–J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
V. Acquiring information through listening and observing—*Con.*			
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI–J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J–S	S
G. Take notes while continuing to listen and to observe	J	J–S	S
H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics	J	J–S	S
VI. Communicating orally and in writing			
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary	EP	LP–J	S
2. Choose the appropriate word	EP	LP–J	S
3. Pronounce words correctly and enunciate clearly	EP	LP–J	S
4. Talk in sentences	EP	LP–J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI–S	S
6. Keep to the point in all situations involving oral expression	EP	LP–J	S
7. Develop self-confidence	EP	LP–J	S

8. Exchange ideas through discussion, either as leader or participant	EP	LP–J	S
9. Respect limitations of time and the right of others to be heard	EP	LP–J	S
B. Write with clarity and exactness			
1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I–V above)	LI	J–S	S
2. Write independently, avoiding copying from references	EI–LI	J–S	S
3. Give credit for quoted material	LI	J–S	S
4. Use standard English	LI	J–S	S
5. Include a bibliography to show source of information	EI	LI–J	S
6. Include footnotes when necessary	J	J–S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI–J	S
8. Proofread and revise	LI	J–S	S
VII. Interpreting pictures, charts, graphs, tables			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP–J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI–J	S
3. Note and describe the content of the material, both general and specific	EP	LP–LI	J–S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP–J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J–S	S
2. Note and interpret the common symbols used in cartoons	LI	J–S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J–S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*
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PART ONE: Skills which are a definite but shared responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
VII. Interpreting pictures, charts, graphs, tables—*Con.*			
C. Study charts—*Con.*			
2. Trace the steps in the process shown	LI	J–S	S
3. Compare sizes and quantities	LI	J–S	S
4. Analyze the organization or structure	LI	J–S	S
5. Identify elements of change	LI	J–S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI–J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI–J	S
3. Interpret the relationships shown	EI	LI–J	S
4. Draw inferences based on the data	EI	LI–J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI–J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP–S	S
B. Understand the need for rules and the necessity for observing them	EP	LP–S	S

C. Take part in making the rules needed by the group	EP	LP–S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP–S	S
E. Profit from criticism and suggestions	EP	LP–S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP–S	S
G. Use the rules of parliamentary procedure when needed	LI	J	S

PART TWO: Skills which are a major responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Reading social studies materials			
A. Understand an increasing number of social studies terms	EP	LP–S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI–J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists	EP	LP–J	S
B. Define the problem for study	EP	LP–J	S
C. Review known information about the problem	EP	LP–J	S
D. Plan how to study the problem	EP	LP–J	S
E. Locate, gather, and organize information (For detailed analysis, see Part One, Section I.)	EP	LP–J	S
F. Interpret and evaluate information (For detailed analysis, see Part One, Section III.)	EP	LP–J	S
G. Summarize and draw tentative conclusions	EP	LP–J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Applying problem-solving, etc.—*Con.*			
H. Recognize the need to change conclusions when new information warrants	EP	LP–J	S
I. Recognize areas for further study	EP	LP–J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP–LP	EI–J	S
III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI–J	
2. Use intermediate directions, as southeast, northwest	EI	LI–J	S
3. Use cardinal directions and intermediate directions in working with maps	EI	LI–J	S
4. Use relative terms of location and direction, as near, far, above, below, up, down	EP	LP–J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection	LP–EI	LI–J	S
6. Understand the use of the compass for direction	EI	LI–J	S
7. Use the north arrow on the map	EI	LI–J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI–J	S

9. Use parallels and meridians in determining direction	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps—physical-political, chalkboard, weather, etc	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S
6. Interpret abbreviations commonly found on maps	EI	LI-J	S
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of the United States and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting	EI	LI-J	S
14. Trace routes of travel by different means of transportation	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S

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PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpreting maps and globes—*Con.*			
B. Locate places, etc.—*Con.*			
17. Understand the significance of relative location as it has affected national policies	LI	J–S	S
18. Learn to make simple sketch maps to show location	LP	EI–J	S
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP–J	S
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	EP	LP–J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI–J	S
4. Determine distance on a map by using a scale of miles	EI	LI–J	S
5. Compare maps of different size of the same area	EI	LI–J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas	EI	LI–J	S
7. Compute distance between two points on maps of different scale	EI	LI–J	S
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale	LI	J	S
10. Develop the habit of checking the scale on all maps used	EI	LI–J	S

D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP–J	S
2. Learn to use legends on different kinds of maps	EI	LI–J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents	EI	LI–J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI–J	S
7. Use all parts of a world atlas	J	S	S
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI–J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI–J	S
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand	EI	LI–J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources	J	J	S
7. Infer man's activities or way of living from physical detail and from latitude	EI	LI–J	S
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use names of the days of the week in order	EP	LP	EI

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT—*Continued*

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PART TWO: Skills which are a major responsibility of the social studies—*Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
IV. Understanding time and chronology—*Con.*			
A. Develop an understanding of the time system and the calendar—*Con.*			
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find datesof special events and to determine length of time between important dates	EP	LP–LI	J
5. Associate seasons with particular months in both northern and southern hemispheres	EP	LP–LI	J–S
6. Understand the relation between rotation of the earth and day and night	LP	EI–J	S
7. Understand the system of time zones as related to the rotation of the earth	LP	EI–J	S
8. Understand the relation between the earth's revolution around the sun and a calendar year	LP	EI–J	S
9. Accumulate some specific date-events as points of orientation in time	EI	LI–S	S
10. Comprehend the Christian system of chronology—B.C. and A.D	EI	LI–J	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI–J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	EP	LP–J	S
12. Acquire a sense of prehistoric and geological time	J	J–S	S
13. Learn to translate dates into centuries	EI	LI–J	S

B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc	LP	EI–LI	
2. Learn to arrange personal experiences in order	EP	LP–LI	
3. Comprehend sequence and order as expresssed in first, second, third, etc	EP	LP–LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI–J	S
5. Learn to figure the length of time between two given dates	EI	LI–J	S
6. Understand differences in duration of various historical periods	J	J–S	S
7. Understand and make simple time lines	EI	LI–J	S
8. Use a few cluster date-events to establish time relationships among historic events	EI	LI–S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI–S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J–S	S

LEARNING TO LEARN IN SCHOOL LIBRARIES*

By Frances Henne

Not surprisingly, discussions of changes being effected in school library programs by curricular and instructional developments, educational technology and facilities, automation, federal and state legislation, networks of library resources and services, computerized information services, and innovations too numerous to mention lead frequently to a consideration of teaching the use of the library and its resources. This venerable subject of library instruction is currently getting new nomenclature (methods of inquiry, for example), attracting critical examination and reappraisal, and generating some controversy.

PHILOSOPHY AND PRACTICE

Learning, with its many elements and variables of what is to be learned and how it is to be learned, what is to be taught and how it is to be taught, constitutes a complex discipline--the core of the educative process. Teaching study and research skills represents but a small segment, and teaching the use of the library and its resources falls within that segment.

Determining the objectives, content, and methodology of library instruction in contemporary elementary and secondary education is not the simple matter that it may appear to be, and our traditional approaches, shaped by long service and practice, may be affording librarians a specious form of security. The current emphases in the schools on self-directed learning, inquiry, and independent study all too often contribute to an automatic solidifying of these established methods, with little or no critical evaluation of their current appropriateness.

With the widespread interest in and exploration of techniques for teaching learning, the art and methods of instruction, and the psychology of learning, it can reasonably be assumed that some agreements concerning the program of teaching study skills and methods of inquiry might eventually be reached in much the same way that decisions have been made in the last decade in planning programs in numerous substantive fields of the curriculum. (Analysis of these curricular programs for implications and suggestions for study, learning, and research skills holds great value.) It is true that designs for library instruction have been constructed on local and system levels, involving librarians, teachers, and curriculum specialists, but it seems timely that a systematic study on a national basis be implemented, utilizing techniques of discussion (symposia), a study, and experimentation that the various commissions or other deliberative groups in the substantive fields have employed.

For the specifics of content (types of knowledge and skills) to be acquired by individual students and the decisions regarding the appropriate time, place, and methods for acquiring them can best and only be determined by the pooled judgments of experts in the academic subject fields, in curriculum construction, in instructional methods, in the psychology of learning, and in school librarianship. (This suggestion is a variation, and a significant variation, of one of the proposals made at the Conference within a Conference.) The expectations of college specialists would also be relevant. This recommendation in no sense rules out the importance of the school librarian's participation in the planning and implementing of programs thus evolved; but instruction relating to study skills and methods of inquiry, including the use of the library and its resources, is always a means to an end, and this end and the ways to reach it must involve the philosophy and experiences of curriculum specialists and specialists in the theory of learning.

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* LEARNING TO LEARN IN SCHOOL LIBRARIES. Frances Henne. School Libraries, 1965.

Until we have the benefits of deliberations of the kinds suggested above, the nature of teaching library instruction will be shaped primarily on a local level. (It should be emphasized that the proposals noted here do not rule out the desirability of or the need for making adjustments necessary for the individual school. The integration with the school's curriculum would always be local in a very real sense.) Some current theories and developments that are occupying the attention of many school librarians in the area of library instruction are presented in the remainder of this paper. Many represent topics that have been with us a long, long time, but now seem to be pressing forward for action and decision on a wide scale.

THE NATURE OF LIBRARY SERVICE

Recommendations about the nature of library instruction will affect, and also be affected by, philosophy concerning the scope of library services. Current thought about the distinctions to be made between independent use of the library by students and desirable library services provides an example. IN THE VIEWPOINT OF MANY SCHOOL LIBRARIANS THE MERE PROCESS OF LOCATING AND FINDING MATERIALS IN THE LIBRARY HOLDS LITTLE INTELLECTUAL BENEFIT FOR STUDENTS, AND TIME THUS SPENT IS GENERALLY WASTED TIME. The many processes involved in what students do with materials--evaluation, synthesis, reflection, thinking, appreciation, or whatever--are the important factors, not the searching, locating, and assembling of materials.

At points like these, it is essential for new thinking and new decisions in order to determine how much students should know about the use of the library and its resources, how consistently and persistently they must apply their skills and knowledge independently and without assistance from librarians, when this independent pursuit of materials results in a waste of time, and what variations should be recommended for different groups of students. Deploring the spoon-feeding of students, as librarians so frequently do, may actually mean deploring a more intelligent use of a student's time and efforts; and self-directed study or learning is not necessarily synonymous with self-directed finding of materials.

Thus expanded location, information, and bibliographic services are being recommended, and in some cases in actual operation, on school building and system levels for both teachers and students. The centralized bibliographic and abstracting services developed by Leonard Freiser in Toronto are well known. The potential of system and regional centers, with their bibliographic apparatus, retrieval machinery, and specialized services is briefly described in the national standards for school libraries. All of these developments, ongoing and projected, can make materials and the content of materials more accessible and facilitate and expand information and other library services. The philosophy of expanded library services for teachers and students pertains to the library program in the school, and is not restricted to centralized system operations.

HOW MUCH, FOR WHOM, WHEN, AND WHERE?

In the program of library instruction, the recognition of individual abilities (individualization) is stressed. Various designs in curriculum construction (ungraded schools, track curricula, advanced placement and accelerated programs, provisions for exceptional children, among others) are geared to the individual and varying abilities existing among students, and so must the library program of instruction. These adaptations will vary from school to school and within schools. For the most able students, regardless of whether they are economically able to go to college, the school's program of research skills is required in full. For others, the amount of instruction may range from practically nothing to other levels, depending upon the abilities and characteristics of the students. For some students, and in certain schools this may be many students, the only library skill that they should have to acquire is an awareness, imprinted indelibly and happily upon them, that the library is a friendly place where the librarians are eager to help. To these students, the esoteric delights of periodical indexes and other library tools must ever remain closed. When the program of library instruction is truly integrated with classroom instruction, the needs of the retarded, the slow, the underachieving, the average, and the academically talented are taken care of in a realistic and natural way.

When decisions about what students need to know are reached by the school, their implementation requires careful planning by the school's administrators, teachers, and librarians that is comparable to, but obviously not identical with, the planning required for the substantive areas of the curriculum. The principal assumes responsibility for this area as seriously as he does for other parts of the instructional program. The head school librarian can serve, and frequently does, as the chairman of the school's committee (or equivalent) that plans and implements the school's program of teaching study skills and methods of inquiry. This committee includes teachers representing the various subject areas and grade levels in the school. All faculty members, of course, are ultimately involved in the program.

Local circumstances may necessitate or commend variations on the principles enumerated above, but basic objectives and desired outcomes remain essentially the same. For example, a system curriculum coordinator may work with the school committee. In some school systems the school library supervisor or coordinator develops the study and research skills program with the cooperation of the system subject and area specialists or with librarians and teachers representing each of the schools. Whether plans are developed at building, system, or state levels, the program must be geared to meet the needs of the objectives and instructional methods of the individual schools, and the administration, librarians, and faculty of the school must become actively involved in these procedures.

ANALYSIS OF ASSIGNMENTS

Whether in conjunction with developing a research skills program or in some other context, analysis and evaluation of assignments are high priority pursuits in many schools. Since the program of library instruction is integrated with the curriculum and objectives and content of the component parts of the curriculum determine the kinds of library resources to be used and any skills needed for their use, an analysis of all assignments made in the school proves useful. Theoretically, analyses of curricular content should reveal the kinds of study and research skills to be taught, but this cannot be assumed to apply to every school. In any event, knowledge of the assignments provides information needed to indicate an appropriate integration of the program with curriculum content.

This analysis also enables the librarians to evaluate the adequacy of the library's resources to meet student needs. For the program of teaching study skills and the methods of inquiry involves not just teaching the types of knowledge and skills entailed, but also opportunities to put them into operation through the use of a wide variety of school library resources. Independent research and inquiry are important in themselves, whether the student locates the necessary materials or has them located for him, and the library's resources must therefore be comprehensive and adequate for his purpose. Analysis of assignments can be and frequently is delegated to the head school librarian when the major objective relates to determining the adequacy of the school library resources. This form of evaluation is kept up-to-date by the teacher's reporting assignments to the school librarian on a continuing basis, and by having the librarians serve on the school's curriculum committees. A long history in the school of such reporting and representation will obviate the need for innovating a systematic analysis of assignments in terms of available library resources.

Scrutiny of assignments is important, as experience has frequently shown, for reasons other than those already noted, including locating busywork, pointless duplication, antiquated exercises, and sheer foolishness--and then, making the improvements in order.

TEACHING STUDY SKILLS

No matter how the school may allocate the responsibilities for teaching the various study skills, whether to teachers alone, or librarians alone, or a combination of both--the librarians' responsibilities and opportunities for observing and helping students in the use of materials (and, in the process, evaluating their competencies) are clearly indicated. This principle applies to all schools. In those schools where independent study and self-directed learning are carefully planned for the students, these activities of the librarians represent key factors in a successful program. The librarian is the one who has the opportunity to observe, among other matters, the student's ability to use materials, to take notes, to outline, and to evaluate and synthesize materials. The school librarian's role in the program of study skills and methods of inquiry is that of a teacher and guidance specialist. The librarian's follow-up services in seeing how effectively students are using the library materials they have selected for their immediate needs are strategic and valuable ones.

All of which means that school librarians must have a knowledge of recent developments and approved techniques concerning the skills and psychology of learning and related topics. More is implied here than the content covered in the educational or teaching requirements commonly required for the certification of school librarians. From part of the school librarian's double-pronged certification requirements, comes some understanding, enriched later through experience, of teaching methods and developments; but the content prescribed in the principle stated above goes beyond this rudimentary preparation. (Being taught how to construct lesson plans is not the point intended!)

THE LEARNING CENTER

The library forms a natural environment for the kind of guidance that has just been described, and the designation of the school library as a study or learning laboratory does not need to have the chill connotation that some attach to it. A library _is_ a learning center, and learning embraces reading a book for fun or aesthetic enjoyment as much as it does examining materials to abstract information or ideas for a term paper. It is not unnatural that in many schools the library is called the Learning Center. The Learning Center evolves directly and purely from the recent emphasis in the educational programs of the schools on the processes of learning: learning skills and competencies to be acquired by students; the materials and apparatus to be used by them (including traditional library resources as well as newer media); and the careful planning of time for study in the students' schedules--now done in some schools by computers. Inquiry, independent or individual study, and self-directed learning occupy a strong position in the philosophy of modern education, and in this development the school library's resources and its program of teaching study and research skills form a key and integral part at all levels of elementary and secondary education.

Along with the new focus on the library as a learning center, we can note changes in the attitude toward the library as the place for study. The image of the old-fashioned library study-hall rightly evokes chilling horror in the hearts of school librarians, and the comments that follow do not apply to this concept. Today, students should and must have the opportunity to study, to learn, in a library and not in the bleak and barren environment of a study-hall. Now, with the developments in school library facilities--library areas, resource centers, and all the multi-dimensional forms they take--the goals have changed. The idea portrayed in the oft reiterated chiche that curricular and instructional changes have made modern high school libraries comparable to those in many liberal arts colleges of yesteryear and to junior college libraries of today is true, and it must be put into operation in all respects, not just in raising the maturity level of the resources collections. Making it possible for all students to study and work in a library environment requires certain conditions, since no one is asking for a return to the old-fashioned library study-hall with its frequently attendant policing and disciplinary problems. The minimal conditions include: sufficient quarters and facilities for the library, sufficient staff, sufficient resources, and, if students have scheduled study periods, intelligently and carefully planned programs for study. Let it be stressed that current national standards for school libraries relating to facilities and to staff do not sufficiently provide for an automatic conversion of library areas into study halls or vice versa.

THE I.M.C. AND THE SKILLS OF LEARNING

With more and more school libraries becoming instructional materials centers with fully equipped facilities and with functional programs of service, the librarian's role has expanded. Students, in the pursuit of their studies, use a cross-media or multi-media or single medium approach, and receive appropriate guidance from the school librarians in the selection of these materials and in their effective use. This principle means more than showing a student how to use a filmstrip viewer, or machinery for teaching tapes, or an 8mm sound film projector, or the micro-reader, or the apparatus for listening to recordings, or the dial equipment for banks of resources now making their appearance, or the apparatus for making transparencies, or machines and devices for programmed instruction. The program of teaching the use of library resources includes guidance in teaching students viewing and listening skills. Opportunities to help students to acquire film literacy are rapidly increasing for school librarians.

Learning how to view and how to listen and acquiring the skills of perception that evaluation and appreciation of the media require represent abilities that young persons have to acquire through time, effort, and guided experiences, in much the same manner they master the mechanical skills and developmental aspects of reading. Such instruction includes guidance in helping students to turn naturally to media other than print as the best and possibly the only appropriate or artistic forms of communication, to realize when audiovisual media complement printed materials, and to know when they have no relevance or are inferior for the purposes at hand. School librarians also have exciting opportunities to present to students the realm of the cineama as an art form.

ACADEMIC CREDIT

Unfortunately, the importance attached to the skills of learning and methods of research sometimes results in the revival of outmoded techniques or the implementation of undesirable practices. No academic credit at any grade level should be given for instruction in the use of the library and its resources. Logically, this principle is a superfluous one, since the well-planned program, fully integrated with the curriculum, would not make such an eventuality possible. Library skills are means to other educational ends, and not ends in themselves. Library skills do not represent a separate substantive discipline and hence should not be designated as course content carrying academic credit. Nonetheless, there seems to be a growing and alarming tendency to formalize this instruction. Even when no academic credit is given, no justification exists for having either courses in this area or a detached string of lessons. Ironically enough, the use of programed aids and of audiovisual materials in conjunction with library instruction often contributes to the prepetuation of arbitrary, non-integrated instruction.

ACCESSIBILITY

The materials of learning are made easily accessible to students, and the schools provide the necessary materials, time, facilities, and staff that give students optimum benefits in the pursuit of their studies and for non-academic purposes as well.

This principle covers many vital parts of the school library's program. For library facilities, the following developments can be noted: the expansion of library quarters (main library areas, resource centers, learning areas, and other space privisions) and new organizational patterns for library areas on a subject or grade level basis. Equipment has been expanded to include wet and dry carrels, language laboratories, teaching machines, micro-readers, audiovisual equipment of all types, machinery for the production and reproduction of materials, and other items. Experiments with electronic machines for dialing materials, or comparable devices, are under way.

In order to meet the needs of students, the resources of school libraries are constantly being improved and expanded. Particular emphasis is being given to developing reference resources (including those in the elementary schools, since the requests of teachers and children constantly require consultation and use by the librarians of resources that are far from being elementary), the periodical collections, the collections of audiovisual materials, and the professional materials for teachers. In secondary schools a major drive has been made to provide the resources needed for accelerated, advanced placement, honors, and enriched courses. In order to satisfy quantitative demands for particular materials school libraries are providing materials in sufficient duplication. The acquisition and use of paperbacks in school libraries have rightly assumed sizable proportions.

Making materials easily accessible can also be seen in the current circulation policies of school libraries that are elastic and flexible, making it possible for students to withdraw all kinds of materials easily, and some kinds of equipment. Further evidence can be noted in the extension of the hours and days that many school libraries are open for student use. Even recent movements toward printed book catalogs and new classification arrangements have a direct bearing on making materials accessible.

The need to meet, at the very least, existing national standards for size of library staff becomes critically imperative, since so much individual work with students in the school library and group work with them in the library areas and elsewhere form a basic part of the research and study skills program--and this but one part of the school library's services.

Quite probably, the notoriously substandard conditions relating to size of school library staff that have persistently plagued school libraries--and not the lack of carefully delineated philosophy of library instruction--have led to an over-emphasis on teaching and requiring students to work independently in libraries, rather than providing them with library services that would do much of this location and collection of materials.

STUDENTS AND OTHER LIBRARIES

Amidst what must be millions of words written and spoken about students crowding into public libraries, the essential points are sometimes lost in the welter of verbiage. As far as elementary and secondary school students are concerned, the most immediate fact to recognize and concentrate upon is that school libraries must be developed and they must meet the standards for resources and programs. The important goal to reach and to be concentrated upon is that of bringing school libraries up to these standards as quickly as possible. Providing substitutes for these measures, no matter how noble the intents, simply means supporting the perpetuation of inferior conditions in the schools. When the schools fully meet their responsibilities in providing the resources of teaching and learning, in having library programs and services that meet recognized standards, and in making the school library resources and services truly accessible, lamented pressures on the public library might even fade away; and colleges would no longer have to give elementary and secondary school level courses in library instruction.

If endeavors to improve school library conditions fail or improvements come too slowly, and if the public libraries continue to assume responsibilities for providing services and resources to meet curricular needs of students, then what implications can be drawn? One would be that the principles outlined for teaching students about study skills and methods of inquiry must be recognized and followed by the public library in its own program of service. This is relatively simple in those numerous instances where students attend schools that have programs of library instruction but still flock to the public library because of inadequacies in the collections of the school libraries, the inaccessibility of the school libraries, or for other reasons. Otherwise it is not simple, and even quite unmanageable, because library instruction must be related to curricular content and assignments, must stress the multi-media approach in the process of learning, and must provide group and individual guidance of many kinds--clearly functions of the schools and the educational process. (It is not as simple a matter as just knowing in advance what the assignments are.)

In the current scene, a paradox emerges. On the one hand, we have the numerous references to the problems created by student use in libraries other than those in schools (most often public, but sometimes college, university, and special libraries), and on the other we have a proliferation of community, regional, and state plans setting forth various proposals for reference and research resource centers to serve all groups (including students) and also proposals for other types of cooperative library services. As we hear more and more about the latter (not infrequently, with the pleasant jingle of federal and state funds in the background), we hear less and less about the evils emanating from students swarming into libraries outside their schools.

There is no question that the future holds changes, even marked changes, in the forms of library services, the audiences served, the organizational and administrative patterns, and the kinds of cooperative planning. The philosophy behind some of these possible trends was introduced decades ago. A plea is made that proposals for cooperative resources and services be based on sound evidence and sound theories. The viewpoint is submitted that we have not yet assembled all the essential facts and that we will never have a true picture of conditions until school libraries reach recommended standards for resources, facilities, and services. Only then will we be in a position to collect the data needed for planning. We do not even know enough now about the nature of the materials that students use for their academic purposes in the school library or elsewhere, or about the number and characteristics of students using or not using library resources. As part of their responsibilities in planning the program of study skills and methods of inquiry, school librarians might well find out about the specific materials used by students, the purposes for which they use them, where they get them, and the reasons for using resources other than the school library.

We tend to assume that students need materials for their curricular purposes that are too rare or too scholarly or too expensive or too infrequently used to justify their inclusion in school library collections, and this assumption is probably fallacious. (We also tend to assume that all public library collections are superior to all school library collections, and this is definitely fallacious). We tend to ignore existing and proposed school system and multi-school system plans for materials centers, for centralized processing, and for other cooperative library services among schools. Too often the creators of state and regional library plans have little real understanding of what a good school library program is or the reasons why modern schools must have the resources of teaching and learning. Under any circumstance, state, regional, and local planning for libraries should actively involve school administrators and other educators, and too often this has not been the case.

Plans and practices that perpetuate sub-standard conditions in school libraries or that recommend organizational patterns which violate the educational objectives and services that are uniquely characteristics of school libraries, do a disservice to students and teachers. There are innumerable reasons why this is true, but the one to conclude with here is that learning to learn in libraries forms a natural part of the education of youth, best achieved where a richness of materials is easily accessible and under the guidance of teachers and librarians expert in their knowledge of the students, the curriculum, the ways of teaching, and the ways of learning.

APPENDIX: B

ABBREVIATIONS COMMONLY USED BY LIBRARIANS

abridged	abr.
adult	ad.
analytic, analytics	anal., anals.
arranged	arr.
association	assoc.
bibliography	bibl.
black and white	b & w
born	b.
circa	ca.
colored	col.
college	c.
company	co.
compiler	comp.
contents	cont.
continued	contd.
copyright	c.
corporation	corp.
department	dept.
diagram, diagrams	diagr., diagrs.
died	d.
document	doc.
edition, editor	ed.
elementary	el.
enlarged	enl.
facsimile	facsim.
fiction	fic.
first	1st
folded	fold.
fourth	4th
frames	fr.
frontispiece	front.
government	govt.
illustrations, illustrator	illus.
inches per second	ips.
incorporated	inc.
introduction	introd.
joint author	jt. auth.
junior high	jh.
leaf, leaves	l.
limited	ltd.
millimeters	mm.
minutes	min.
no date	n.d.
no place of publication	n.p.
no publisher	n.p.
number, numbers	no., nos.
numbered	numb.
on approval	o.a.
on order	o.o.
opus	op.

out of print	o.p.
out of stock	o.s.
page, pages	p., pp.
paper	pa.
part, parts	pt., pts.
plates	pl.
portrait, portraits	port., ports.
preface	pref.
primary	p.
pseudonym	pseud.
revised	rev.
revolutions per minute	rpm.
second	2nd
senior high	sh.
series	ser.
session	sess.
silent	sl.
sound	sd.
supplement	suppl.
third	3rd
translator	tr.
unnumbered	unnumb.
volume, volumes	v., vol., vols.

TERMINOLOGY COMMONLY USED BY LIBRARIANS

ABRIDGED EDITION -- a condensed version of a literary work

ABSTRACT -- a brief summary giving salient information about a book, pamphlet or article

ADAPTATION -- a rewritten literary work modified for special use; for example, a classic modified for below average readers

ADDED COPY -- an additional copy of a book already in the library collection; record of each added copy is noted on the shelflist card

ADDED ENTRY -- cards made in addition to the main entry or author card for the card catalog, e.g., name of a book's illustrator

AIMS -- a statement of what the school system is attempting to do to meet the needs and interests of its pupils in accordance with the education philosophy of the school district

ANNOTATION -- a brief statement describing, explaining, characterizing, or evaluating a book; the librarian's note and the reader's note are two types of annotations; also called "book note"

ANONYMOUS -- a book lacking author identity

ANTHOLOGY -- a collection of literary extracts such as poems, essays, plays

AUDIO-VISUAL MATERIAL -- non-print material designed to teach through the eye and the ear such as recordings, filmstrips, slides, art and study prints

AUTHOR CARD -- a catalog card on which the author's name appears on the top line of the card; this card is referred to as the "main entry" card

BACK ORDER -- an order received for merchandise not currently available but acknowledge for supplying at a later date.

BLURB -- a summary of a book placed on the dust jacket to acquaint the potential reader with content and to entice him to read

BOOK CARD -- the card representing the book when the book has been borrowed; contains the author's name, title, and call number; kept in the book pocket except when the book is in circulation

BOOK JACKET -- also known as "dust jacket"; the paper cover supplied by the publisher to protect the hard cover of the book; it is recommended that the book jacket be covered with a plastic jacket and affixed to the book

BOOK NUMBER -- a combination of classification number and author identification symbol which indicates where the book is shelved; when the author identification symbol has been obtained from the Cutter Tables, the author symbol is referred to as the "Cutter number"

BOOK POCKET -- a paper pocket pasted in the book to hold the book card when the book is not in ciculation

BOOKS ON ORDER FILE -- the library's copy of books ordered but not received; each order - usually on slips with each slip representing one book ordered - is arranged alphabetically by the author's name and filed by jobber, subfiled by date the order was made

CALL NUMBER -- the classification number and author's initial which appears on the spine of the book and on the upper left hand corner of all cards for the book; see Book Number

CARD CATALOG -- the index to all the books in the library; in card form and filed alphabetically

CARREL -- study station designed to minimize distraction and to facilitate independent student learning; also called a "Quest" or "Q" space

CATALOGING -- the process of making an index on cards of the authors, titles, and subjects of the books in the library

CENTRALIZED ORDERING -- the ordering of materials for all libraries of a district by a central district agency, usually the district instructional materials center

CENTRALIZED PROCESSING -- the preparation of all library materials by a central agency, usually the district instructional materials center or the district processing center, supervised by the district coordinator of library service

CIRCULATION RECORD -- the record of the books loaned for use from the library

CLASSIFICATION NUMBER -- the Dewey decimal number; the number assigned to each book to indicate its contents' subject

COLLATION -- the entry on a catalog card describing the work as a material object, enumerating its size, pages, illustrations, and volumes

COMMUNITY RESOURCES -- the facilities, agencies, businesses, institutions, and persons outside the school having educational value for the students, e.g. art galleries, museums, libraries, zoos, planetariums, observatories, service agencies, newspaper publishers, etc.

COORDINATOR OR SUPERVISOR -- a librarian in a district having two or more building libraries who is designated as coordinator or supervisor of library service and is delegated the responsibility for developing and implementing a district library program

COPYRIGHT DATA -- the date on which the book received its copyright from the Library of Congress; usually given on the back of the title page of the book

CURRICULUM -- the instructional activities planned and provided for pupils by the school or school system. The curriculum, therefore, is the planned interaction of pupils with instructional context, instructional resources, and instructional processes for the attainment of predetermined educational objectives

CUTTER NUMBER -- see CUTTER TABLE

CUTTER TABLE -- a letter and number system devised by C. A. Cutter to translate an author's surname into a short letter and number symbol to be used in arranging books by the author within a given classification number; the author letter and number symbol is called the "Cutter Number"

DATE-DUE SLIP -- a paper pasted in the book near the book pocket on which is stamped a borrowed book's date to be returned to the library; some libraries use date due cards for this purpose which are slipped into the book pocket when the book card has been removed

DEWEY DECIMAL CLASSIFICATION -- the system of identifying the subject content of a book by use of a table of numbers devised by Melvil Dewey; beginning with ten major subject areas, any subject can be sub-divided indefinitely and assigned a definite number so that all books on the same subject stand together on the shelf

GOALS -- the statement of the long-range objectives which will guide what the school is attempting to do to meet the educational needs of its pupils and its patrons

HEAD LIBRARIAN -- one member of a building library staff of two or more who is designated head and is delegated the responsibility for administering and directing all aspects of the building library program

IMPRINT -- the name of the publisher and the date of the publication of a book; usually used in connection with that part of a catalog card

INDIVIDUALIZED INSTRUCTION -- the manner in which instruction is individualized, including the use of procedures, materials, and equipment such as independent study, tutoring, small groups, programed instruction, and assignments of differing quantities and types of schoolwork given to one and more pupils according to individual needs, interests, and abilities. (United States Office of Education)

INSTRUCTION -- the activities dealing directly with the teaching of pupils and with improving the quality of teaching. The purpose of instruction is to enhance learning. Curriculum is what is taught; instruction is how it is taught. (United States Office of Education)

INSTRUCTIONAL PROCESSES -- the nature, appropriateness, and variety of the media of instruction, methods of instruction, and teaching procedures

INSTRUCTIONAL PROGRAM -- the totality of the curriculum and its implementation in a school system or school. (United States Office of Education)

INVENTORY -- a checking of a library's holdings; books on the shelves, accounted for in circulation, and in repair are checked against the shelf list

INVOICE -- a list of goods sent to a purchaser showing amounts, prices, shipping charges, etc.

JOBBER -- a company whose business is to collect books from many publishers and distribute them to bookstores and libraries for a fee

KIT -- set of interrelated instructional media boxed or housed as a unit; may contain books, pamphlets, maps, charts, filmstrips, slides, realia, recordings, study prints

LIBRARY PROGRAM -- a library program is a cohesively balanced plan, designed and structured to promote, facilitate and expedite the purposeful integration of library resources, services and guidance basic to the implementation of the teaching and learning program K-12

MAIN CARD -- the basic or unit card from which all other catalog cards for a particular book are made; usually the author card

MANDATE -- a legal imprimatur of an educational policy having the implication of law

METHODS OF INSTRUCTION -- procedures utilized by the teacher and/or student in instruction; e.g. demonstration, discussion, experimentation, lecture, practice, problem solving, and seminar

OBJECTIVE -- statement of short range plans for meeting the educational needs of the pupils in accordance with the philosophy, goals, aims and policies of the school system

ORDER CARD or ORDER SLIP -- a 3" x 5" paper on which all bibliographic information about a book is noted; multiple copies of the order card serve as important business and book processing documents; used for book ordering and catalog card ordering

OUT OF PRINT -- books no longer obtainable from the publisher

OUT OF STOCK -- books not available until the publisher or jobber replenishes his stock

PACKAGING SLIP -- an itemized list of goods received in a shipment

PERIODICAL -- a publication appearing at regular intervals and numbered in successive issues or parts; e.g., newspapers, magazines, journals

PHILOSOPHY -- the carefully developed statement expressing the ideals the school system attempts to realize in its practices. (United States Office of Education)

PILOT STUDY - a preliminary study employed to determine the effectiveness and value of techniques, procedures, methods, and/or materials

POLICY -- a statement of judgments, based on a system of values and an assessment of situational factors, guiding decisions about how to attain desired educational aims and objectives

PREBOUND -- term designating books that have been bound in special heavy-duty, reinforced binding more durable than either trade or library bindings

PREPROCESSED BOOKS -- books supplied by a publisher or a jobber that are ready for circulation; i.e., cataloged, covered with a plastic book jacket, book pocket and date slip affixed, book card in the pocket, and spine label with call number placed on the book spine

PROFESSION -- a calling requiring specialized knowledge and often long and intensive preparation including instruction in the skills and methods as well as the scientific, historical, or scholarly principles underlying such skills and methods, maintaining by force of organization or concerted opinion high standards of achievement and conduct, and committing its members to continued study and a kind of work which has for its prime purpose the rendering of public service. (Webster's THIRD INTERNATIONAL DICTIONARY)

READING SHELVES -- shelves are checked to see that books are in proper order

REBINDING -- the process of reconditioning worn books by cleaning paper, trimming, resewing, and putting firmly into new covers

REINFORCED EDITIONS or PUBLISHERS' EDITIONS -- regular trade editions of books which have been more securely sewn and put into stronger covers before being purchased by the library

RESERVE BOOK -- book which has been withdrawn from the general collection and circulates for a very brief period of time during periods when the material it contains is in great demand

SHELF LIST -- a record of the books in the library arranged on cards in the order in which books stand on the shelves; used as inventory and insurance records, the cards contain the basic bibliographic information about each book, indicate numbers of copies owned by the library; each card represents a single title

SLIPPING OF BOOK -- replacing the proper book card in the book pocket after a borrowed book has been returned

SNAG -- a book for which a card can not be found in the circulation records

SUBJECT CARD -- the card in the card catalog which has the subject of the book typed in capital letters on the top line

SUBTITLE -- the explanatory part of the title following the main title

TITLE CARD -- the card in the card catalog which has the subject of the book on the top line

TRACING -- a record on the bottom or the back of the main card or shelf list card indicating every other card for that book in the card catalog

VERTICAL FILE -- the term used to designate the collection of pamphlets, clippings and pictures kept in a filing cabinet

WEEDING -- the process of examining books in the library for the purpose of withdrawing them from the collection because of worn condition, unsuitability, age, etc.

APPENDIX: C

IMPLEMENTING THE DEVELOPMENTAL READING PROGRAM

The school librarian has a continuing responsibility to provide resources to support the developmental reading program. The ultimate goal of the formal reading program is to equip pupils for independence in exploring the realm of children's literature for recreation and information. To attain this goal all of the youngsters' reading activities are directly and indirectly pointed toward the acquiring of lifetime interests and habits in personal reading.

The basic reader serves not only to develop reading competence but to create interest in independent reading for pleasure and information. Each unit in the reader has been built around a theme chosen because of its strong pupil appeal. The unit theme is a motivational device which serves as a springboard to independent reading.

An effective reading program provides resources which will supplement, enrich, reinforce, vitalize, and individualize learning which began with the basic reader. These resources are selected not only for their literary and educational merit but because they match individual pupil needs, interests, goals, abilities, and progress rate.

The following criteria are used in evaluating and selecting resources for associative reading, viewing, and listening experiences:

1 Is this material relevant to the theme?

2 Is this material worthy of the pupil's time and attention?

3 Is this material appropriate in vocabulary, concept and format for this age and grade level?

4 Is this material a means of integrating reading with the other language arts and/or curricular subjects?

5 Is this material motivational with strong pupil appeal?

6 Is this material educationally significant?

7 Is this material currently in print and/or available?

8 Is this material justifiable in cost?

MODEL

NORTH HILLS SCHOOL DISTRICT
PITTSBURGH, PENNSYLVANIA, 15229

ELEMENTARY READING INTEREST INVENTORY

TEACHER DIRECTIVE:

This inventory can be administered by teacher or librarian with the pupils working either in classroom or library. The ideal situation is to have the class scheduled into the library to work on the inventory under the guidance of the librarian.

Just as in administering a standardized test, no student is to procede to the next step until the entire class is ready to advance.

Modification of the following elementary inventory for secondary application is encouraged.

MODEL

NORTH HILLS SCHOOL DISTRICT
PITTSBURGH, PENNSYLVANIA, 15229

ELEMENTARY READING INTEREST INVENTORY

Name ________________________________ Grade __________ Date __________

PLEASE HELP US DISCOVER THE KIND OF READING YOU ENJOY SO WE CAN BUY BOOKS WHICH WILL HAVE SPECIAL APPEAL JUST FOR YOU.

STEP 1 - Read the list carefully.

STEP 2 - Read the list again and put a line through each type of story you would NOT enjoy reading.

Example: _____ Adventure

_____ ~~Air Force~~ --- This indicates you would NOT enjoy reading a book about the air force.

_____ Airplanes

STEP 3 - Read the list again and check the 5 types you would MOST enjoy reading.

Example: _____ Automobiles

__X__ Baseball --- This indicates that you have selected baseball stories to be one of your FIVE most enjoyable types of reading.

_____ Basketball

_____ Boating

TYPES OF FICTION OR STORY BOOKS

_____ Adventure

_____ Air Force

_____ Airplanes

_____ Annapolis

_____ Automobiles

_____ Baseball

_____ Basketball

_____ Boating

_____ Camping

_____ Cats

_____ Caves

_____ Children in other lands

_____ Circus

_____ Colonial Times

_____ Dinosaurs

_____ Doctors

_____ Dogs

_____ Donkeys

_____ Dragons

_____ Eskimoes

_____ Fairy Tales

_____ Family Life

_____ Farm Life

_____ Fishing

_____ Football

_____ Foreigners

_____ Frontier and Pioneer Life

_____ Ghosts

_____ Goblins

_____ Gypsies

_____ Historical

_____ Holidays

_____ Horses

_____ Humorous

_____ Hunting

_____ Indians

_____ King Arthur

_____ Knights

_____ Middle Ages

_____ Mountain Life

_____ Mystery and Detective

_____ Nurses

_____ Orphans

_____ Penquins

_____ Pilgrims

_____ Pirates

_____ Pony Express

_____ Prehistoric Man

_____ Railroads

_____ Ranch Life

_____ Refugees

_____ School

_____ Science

_____ Scouts

_____ Sea

_____ Skiing

_____ Skin Diving

_____ Slaves

_____ Space

_____ Submarines

_____ Swimming

_____ Tall Tales

_____ Teen-age

_____ Veterinarians

_____ War

_____ Whaling

_____ Wild Animals

_____ Witches

_____ Zoos

STEP 4 - Please list any other types you would enjoy reading but have not found listed above.

____________________________________ ____________________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

____________________________________ ____________________________________

STEP 5 - Please read the following list of non-fiction or factual books and put a line through any type you would NOT enjoy reading.

STEP 6 - Please read the list again and check the 5 types you would MOST enjoy reading.

TYPES OF NON-FICTION OR FACTUAL BOOKS

_____ Annapolis
_____ Aquariums
_____ Archery
_____ Astronauts
_____ Astronomy
_____ Atomic Energy
_____ Automobiles
_____ Aviation
_____ Ballet
_____ Baseball
_____ Basketball
_____ Biography
_____ Boating
_____ Bowling
_____ Camping
_____ Chemistry
_____ Children of other lands
_____ Collecting Coins
_____ Collecting Dolls
_____ Collecting Insects
_____ Collecting Seashells
_____ Collecting Stamps
_____ Computers
_____ Cooking

_____ Dinosaurs
_____ Doctors
_____ Fishing
_____ Golf
_____ History
_____ Hockey
_____ Holidays
_____ Horseback Riding
_____ Jokes and Riddles
_____ Leathercraft
_____ Magic
_____ Making a Kite
_____ Making a Model Airplane
_____ Making a Model Automobile
_____ Making a Model Boat
_____ Making a Model Ship
_____ Making a Motor
_____ Making a Radio
_____ Making Puppets
_____ Nature Study
_____ Nurses
_____ Painting
_____ Parties
_____ Pets
_____ Photography
_____ Plays
_____ Poetry
_____ Radio
_____ Rock Collecting
_____ Science Experiments
_____ Scuba and Skin Diving
_____ Scouting
_____ Sewing
_____ Skiing
_____ Space Exploration
_____ Submarines
_____ Swimming
_____ Teachers
_____ Television
_____ Tennis
_____ Training a Dog
_____ Veternarians
_____ West Point

STEP 7 - Please list any other types you would enjoy reading but have not found listed above.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

APPENDIX: D

SCHOOL LIBRARY STANDARDS

These Standards are recommended by the Pennsylvania Department of Public Instruction as basic minimum standards for a school library program. They are planned to meet the requirements of a school curriculum. Future needs should be considered, and plans developed to meet them. A school, like a good university, can be no better than its faculty and its library.[1]

These Standards have been prepared in this physical format, so that changes can be made and sections restated as future needs indicate. Many people have assisted in the preparation and evaluation of these Standards - librarians, administrators, library school instructors and library specialists. To all of them we extend our appreciation and thanks for the accomplishment of a difficult task.

Notice: Pending final approval of this publication by the State Board of Education the contents of the attached pages should be considered only as goals instead of patterns to follow as standards for school libraries in Pennsylvania.

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[1] School Library Standards, Department of Public Instruction - 1965

SCHOOL LIBRARY STANDARDS

PHILOSOPHY

Definition

The school library is a learning laboratory where the use of all resources, print and non-print, is purposeful, planned, and integrated with the teaching and learning program to widen, deepen, intensify and individualize the educational experience.

Essentials

This quality school library service requires:

(a) the guidance of a qualified librarian who is both competent and effective as an educator, knowledgeable about educational processes and designs, conversant with the content of instructional media, and capable of relating and interrelating media content with curriculum planning

(b) the implementation of a planned, sequential program which continues in reflecting the philosophy of the school and in supporting its educational program

(c) the existence of a library suite which provides quarters, physically comfortable and aesthetically pleasing, planned for effective program support and expansion

(d) the budget allocation of funds sufficient to provide adequate staff, professional plus clerical, and materials

(e) the continuing maintenance of a materials collection selected for balance, curricular appropriateness, recreational need, and cultural development.

SCHOOL LIBRARY STANDARDS
ELEMENTARY, SECONDARY

(a) STAFF

THIS PERSONNEL FOR A SCHOOL BUILDING WITH STUDENT ENROLLMENT (K-12) OF

	Under 350	350-599	600-849	850-1099	1100-1349	1350-1599	1600+
Certified Professional Librarian*	1	2**	2	3	3	4	4+
Certified Instructional Materials Specialist		1	1	1	2	2	2+
Clerical and/or Technical Personnel	1	1	1	2	2	2	3+

* Full time professional with training in both library and instructional materials hired for eleven months.

** With two librarians, one designated "Head"; with two libraries, a coordinator of libraries (Supervisor, Chairman, or Equivalent) appointed.

One librarian shall be responsible for the supervision at one time of no more than forty (40) pupils.

(b) PROGRAM

The school library program should reflect the educational philosophy of the school(s) it serves. Its quality is directly proportionate to:

the degree of administrative support
the effectiveness of planning
the extent of faculty-librarian cooperation, and
the adequacy of financial provision.

The school library program should provide an open schedule allowing both for curriculum extension and support and for recreational use by all students K-12. A study skills continuum providing for sequential, cumulative growth in materials use and study habits should be the joint responsibility of faculty and librarians. The school library program should include instruction and reading guidance, should provide opportunities for investigation, assimilation, evaluation, and application through the planned and guided use of instructional resources, print and non-print.

(c) LIBRARY SUITE

The elementary school library suite includes a library (main reading area), workroom and storage, conference room, library classroom adjoining the library, office, professional library, listening and/or viewing area, graphics workroom and storage.

See Planning the Facilities for the School Library for reimbursable areas and facility descriptions.

Quality elementary school library suites should include area computed at 5½ square feet per pupil rated capacity divided among the components indicated by paragraph one above) in functional proportion commensurate with need. The most recent engineering, building inspection, and aesthetic standards should be satisfied or exceeded in each suite component for lighting, electrical service, acoustics, ventilation, temperature control, safety precautions, decoration, and ease of supervision. Floors should be covered with sound-deadening material; ceilings should be acoustical.

Furnishings should include:

1. adjustable reference shelving (figured at 18 books per shelf), standard shelving (figured at 30 books per shelf), and picture book shelving (with dividers and figured at 60 books per shelf) with a bookend per shelf, the total sufficient to hold 20 books per student enrolled plus five-year growth allowance
2. magazine combination display and storage shelving adequate for the number of subscriptions
3. a two-level library charging desk placed to control the main entrance and suitable both to size of room and size of pupils

SCHOOL LIBRARY STANDARDS
ELEMENTARY, SECONDARY

4. an expandable card catalog with sufficient drawers to hold the collection records (figured at 1,000 cards per drawer)
5. three-drawer, legal-size filing cabinets, jumbo file cabinet, and blueprint file cabinet
6. one dictionary stand per unabridged dictionary
7. one stand or stand shelf per atlas
8. saddle-seated, curved-back chairs in two heights, 14" and 17"
9. apronless four-station tables allowing 30 inches of work space per reader in two heights, 25" and 28"
10. picture book tables with deep wells and individual stools
11. wet and dry individual study carrels with chairs
12. four-wheel swivel book trucks of both flat and tilt-top types
13. storytelling cushions
14. step stools
15. non-print collection storage files and cabinets

Consult the Division of School Libraries area examination center for further specifics.

Quality secondary school library suites should include area computed at 5½ square feet per pupil rated capacity divided among the components (indicated by paragraph one above) plus audiovisual production and control room in functional proportion commensurate with need. The most recent engineering, building inspection, and aesthetic standards should be satisfied or exceeded in each suite component for lighting, electrical service, acoustics, ventilation, temperature control, safety precautions, decoration, and ease of supervision. Floors should be covered with sound-deadening material; ceilings should be acoustical.

(c) LIBRARY SUITE (cont)

SCHOOL LIBRARY STANDARDS
ELEMENTARY, SECONDARY

Furnishings should include:

1. adjustable reference shelving (figured at 18 books per shelf), and standard shelving (figured at 30 books per shelf), with a bookend per shelf, the total sufficient to hold 20 books per student enrolled plus five-year growth allowance
2. magazine display and storage shelving adequate for the number of subscriptions and the microform collection
3. a library charging desk placed to control the main entrance, sized to use and room proportion
4. an expandable card catalog with sufficient drawers to hold the collection records (figured at 1,000 cards per drawer)
5. four-drawer, legal-size filing cabinets, jumbo file cabinets, and blueprint file cabinet
6. one dictionary stand per unabridged dictionary
7. one stand or stand shelf per atlas
8. saddle-seated, curved-back chairs, 18" high
9. apronless four-station tables 30" high allowing 30 inches of work space per reader
10. index table(s) with chairs
11. wet and dry individual study carrels with chairs
12. four-wheel swivel book trucks of both flat and tilt-top types
13. step stools
14. microform reader(s)
15. non-print collection storage files and cabinets

Consult the Division of School Libraries area examination center for further specifics.

(d) BUDGET

Twelve dollars ($12.00) per pupil per year should be allocated for library instructional materials.

This library budget allocation should be expended 50% for printed library resources, 30% for non-print library resources 10% for library supplies, and 10% for rotation and five-year replacement of encyclopedia sets, unabridged dictionaries, and atlases.

(e) MATERIALS COLLECTION

The initial collection should consist of ten volumes per pupil or 6,000 volumes, whichever is greater, acquired within three years after opening the library.

By systematic annual purchase the initial collection should be expanded to twenty volumes per pupil.

The collection should have one dictionary of each of these types: picture, primary, intermediate, junior, high school, unabridged. The collection should include several almanac and atlas titles and several sets of encyclopedia. Multiple copies of all of these reference tools should be provided to circulate for home use as the collection approaches the twenty volume goal.

Fifteen percent of the library budget may be expended for magazines and for periodicals on microforms.

The library collection should make available pamphlets and documentary subject coverage in quantity commensurate with curricular and individual student and teacher needs.

The collection should acquire filmstrips, slides, transparencies, disc recordings, tape recordings, picture sets, art prints, study prints, maps, globes, and charts which have:

curricular appropriateness
scholarly authenticity
effective presentation
pupil interest
technical quality

(e) MATERIALS COLLECTION (cont)

SCHOOL LIBRARY STANDARDS
ELEMENTARY, SECONDARY

All library acquisitions should be made on the basis of pre-purchase examination, with faculty and student assistance in evaluation, after reference to professional selection tools:

American Library Association

Bowker

Bro-Dart

National Council of Teachers in major disciplines

Wilson,

and visits to the Division of School Libraries area examination centers.

The collection, print and non-print, should be arranged in workable order, should be available for out-of-library use by efficient loan system, and should be reflected in up-to-date shelf list and card catalog. The collection should be augmented on a continuing need-oriented pattern determined by information and consideration files, and should be inventoried and weeded annually.

SCHOOL LIBRARY REGULATIONS

I. Book Collection II. Elementary Librarians III. Secondary Librarians

Before July 1, 1969, each school district shall submit to the Department of Public Instruction a comprehensive library plan which indicates the procedures the district will follow in meeting the following mandated standards pertaining to school libraries.

I. Effective September, 1973, each school district shall have a library book collection of no less than ten carefully selected titles per elementary and secondary pupil or a collection of 10,000 titles per school, whichever is smaller. Books borrowed from non-school libraries may not be counted in this total. Schools constructed after September, 1968, shall be given four years to comply with this regulation.

II. Effective September, 1967, each school district shall employ a full-time certified elementary teacher or school librarian to provide leadership in the development of an effective elementary library program. Any individual appointed to this position must secure certification as an elementary school librarian before September, 1973.

III. Effective September, 1967, each secondary school shall employ a full-time, certified secondary school librarian.

SCHOOL LIBRARIAN CERTIFICATION REQUIREMENTS

I. Secondary School Librarians II. Elementary School Librarians

I. PROVISIONAL COLLEGE CERTIFICATE--LIBRARY SCIENCE-- 24 Semester Hours
Secondary school librarians hold a secondary teaching certificate plus:

- The provisional college certificate may be issued to an applicant who has completed twenty-four (24) semester hours of an approved curriculum in library science.

- Extension of college certificates to include library science.

- A college certificate may be extended to include library science on the satisfactory completion of twenty-four (24) semester hours of courses selected from an approved curriculum in library science.

Scope of certificates:

- A certificate for library science is valid for any of the grades in the public schools.

PERMANENT COLLEGE CERTIFICATE--See Basic Regulations

II. ELEMENTARY SCHOOL LIBRARIAN ENDORSEMENT
The holder of a certificate valid for elementary education may have an endorsement of library science upon the completion of twelve (12) semester hours in

this field of study. These twelve (12) hours of library science must have been earned from a college with a library science program (a) specifically designed for elementary school teachers, and (b) specifically approved by the Department of Public Instruction. A library science endorsement is valid for only those grades designated for the elementary schools.

PROCEDURE FOR REGISTERING CERTIFICATION

Have 12 hour endorsement and 24 hour certification added to teacher's certificate.

Send:	Certificate Transcript Written request for addition
To:	Teachers Certification Division 204 EB Bureau of School Administration Services Department of Public Instruction Box 911 Harrisburg, Pennsylvania 17126
By:	Registered mail

SCHOOL LIBRARIANSHIP TRAINING INSTITUTIONS

The following Pennsylvania institutions offer training in librarianship:

Clarion State College. Clarion, Pennsylvania 16214
College Misericordia. Dallas, Pennsylvania 18612
Edinboro State College. Edinboro, Pennsylvania 16412
Kutztown State College. Kutztown, Pennsylvania 19530
Lock Haven State College. Lock Haven, Pennsylvania 17745
Mansfield State College. Mansfield, Pennsylvania 16933
Millersville State College. Millersville, Pennsylvania 17551
Saint Frances College. Loretto, Pennsylvania 15940
Shippensburg State College. Shippensburg, Pennsylvania 17257
Slippery Rock State College. Slippery Rock, Pennsylvania 16057

Graduate level work in librarianship is offered at:

Clarion State College. Clarion, Pennsylvania 16214
Duquesne University. Pittsburgh, Pennsylvania 15219
Drexel Institute of Technology. Philadelphia, Pennsylvania 19104
Kutztown State College. Kutztown, Pennsylvania 19530
Marywood College. Scranton, Pennsylvania 18509
University of Pittsburgh, Graduate School of Library and Information Science. Pittsburgh, Pennsylvania 15213
Villanova University. Villanova, Pennsylvania 19085

Audio-visual Specialist certification is offered at:

Indiana University of Pennsylvania. Indiana, Pennsylvania 15701
Pennsylvania State University. University Park, Pennsylvania 16802
Temple University. Philadelphia, Pennsylvania 19122
West Chester State College. West Chester, Pennsylvania 19380

Library Technician associate degree, a two-year program, is available at:

Community College of Allegheny County, Boyce Campus.
Moss Side Boulevard, Monroeville, Pennsylvania 15146
Harcum Junior College. Bryn Mawr, Pennsylvania 19010

APPENDIX: E

INSTRUCTIONAL MATERIALS

Quality teaching requires a wealth of selected materials in printed and audio-visual form. For greatest efficiency the work of teachers must be supported with carefully selected instructional materials. To expect every classroom teacher to become informed about all of these materials is unreasonable and a waste of time. One possible solution is to create a center for instructional materials and information about the materials. This has usually been called the school library but because of the expanded nature of the materials and services, is now referred to as the instructional materials center, or simply the Instructional Material. It is a necessity in all buildings of six rooms or more, and should meet the following conditions:

Notes

School Library

Staff

M/N N/A 1 2 3 4 5 1. The library is staffed with a certified or endorsed school librarian.

M/N N/A 1 2 3 4 5 2. There are sufficient adult clerical assistants to relieve the librarian of routine clerical duties.

M/N N/A 1 2 3 4 5 3. The librarian is a member of the district curriculum committee.

M/N N/A 1 2 3 4 5 4. The librarian provides a program of instruction for all pupils in the use of the library in cooperation with classroom teachers.

M/N N/A 1 2 3 4 5 5. The librarian works closely with teachers, both in the classroom and in the center, to promote the effective use of library materials.

M/N N/A 1 2 3 4 5 6. The library staff encourages pupils to use the library by providing such activities as story hours, book displays, and film previews.

M/N N/A 1 2 3 4 5 7. Pupil help, when used, is thoroughly trained and carefully supervised.

Materials

Notes

M/N N/A 1 2 3 4 5 8. There is a collection of no less than ten books per pupil, carefully selected in consultation with the teachers.

M/N N/A 1 2 3 4 5 9. The book collection includes all basic reference materials cited in the Wilson Children's Catalog (latest edition), in the American Library Association's Basic Books for Elementary Grades, and in the Bro-Dart Foundation's The Elementary School Library Collection.

M/N N/A 1 2 3 4 5 10. There is a basic collection of magazines suitable for elementary children.

M/N N/A 1 2 3 4 5 11. There is at least one set of children's encyclopedias for each 60 pupils, with copyright not more than five years old. These are kept on easily portable carts in the library, for use as needed throughout the school if classroom sets are not available.

M/N N/A 1 2 3 4 5 12. Library materials are appropriate for the schools curriculum and the students.

M/N N/A 1 2 3 4 5 13. Obsolete and worn out materials are promptly discarded.

M/N N/A 1 2 3 4 5 14. Books are rebound or replaced as needed.

M/N N/A 1 2 3 4 5 15. After the minimum collection has been reached, the budget for printed materials is no less than $3.00 per pupil per year, not including expenditures for encyclopedias, dictionaries, or periodicals.

M/N N/A 1 2 3 4 5 16. Funds are available for regular purchases throughout the year.

M/N N/A 1 2 3 4 5 17. The budget is planned cooperatively by the administration and the library staff.

Facilities

Notes

M/N N/A 1 2 3 4 5 18. The reading room within the library will seat at least 10 per cent of the school enrollment, or the largest class plus 10 pupils, with at least 30 square feet of floor space per reader.

M/N N/A 1 2 3 4 5 19. There are easily supervised conference rooms adjacent to the library.

M/N N/A 1 2 3 4 5 20. A workroom of adequate size is adjacent to the library.

M/N N/A 1 2 3 4 5 21. The workroom contains materials and equipment for the construction of charts, slides, posters, and overhead transparencies, and a sink with running water is available.

M/N N/A 1 2 3 4 5 22. There are sufficient work counters, layout tables, and tools in the workroom.

M/N N/A 1 2 3 4 5 23. There is at least one private office for the library staff, separated from the reading room by a glass partition.

M/N N/A 1 2 3 4 5 24. The following library equipment appropriate to this age group is provided:

_____a. vertical files
_____b. adjustable book shelving
_____c. magazine shelving
_____d. dictionary and atlas stands
_____e. bulletin boards
_____f. expandable card catalog
_____g. charging desk, with pupil-height counter
_____h. typewriter
_____i. tables
_____j. chairs
_____k. carrels

Facilities (continued)

Notes

M/N N/A 1 2 3 4 5 25. There are individual and group listening and viewing areas for use by teachers and pupils.

M/N N/A 1 2 3 4 5 26. Floors, ceilings, and walls have superior quality acoustical treatment.

M/N N/A 1 2 3 4 5 27. There is adequate stack space, at a convenient height for elementary pupils, to house the book collection.

M/N N/A 1 2 3 4 5 28. The library is easily accessible to classes.

M/N N/A 1 2 3 4 5 29. Desks and other equipment are conveniently placed.

M/N N/A 1 2 3 4 5 30. Adequate light is provided.

M/N N/A 1 2 3 4 5 31. Artificial light sources are well placed, adequate, and glare free.

M/N N/A 1 2 3 4 5 32. Supplementary instruction in the use of the library is given by classroom teachers.

M/N N/A 1 2 3 4 5 33. Pupil's schedules permit them to use the library individually during the school day.

M/N N/A 1 2 3 4 5 34. The library is available to individual students and to classes before school, after school, during the lunch hour, and during summer vacation, as well as during the school day.

Audio Visual

Staff

M/N N/A 1 2 3 4 5 1. Each school has one person serving as an audio-visual specialist.

M/N N/A 1 2 3 4 5 2. The audio-visual specialist possesses the skills necessary for the services rendered.

M/N N/A 1 2 3 4 5 3. There are sufficient clerical assistants to relieve the audio-visual specialist of routine clerical duties.

Notes

Materials

M/N N/A 1 2 3 4 5 4. The following are provided in sufficient quantity:

- ____a. 3¼" x 4" slide projector, 16mm sound, 10" x 10" overhead, and opaque
- ____b. wall screen (70" x 70") in each classroom
- ____c. room darkening facilities in each classroom
- ____d. record players
- ____e. tape recorders
- ____f. television receivers
- ____g. projector carts
- ____h. microprojector

M/N N/A 1 2 3 4 5 5. The following are provided as needed to implement the curriculum: maps, globes, models, exhibits, filmstrips, films, tapes, recordings, pictures, and specimens.

M/N N/A 1 2 3 4 5 6. Funds are available for regular purchases throughout the year.

M/N N/A 1 2 3 4 5 7. The budget is planned cooperatively by the administrators and the audio-visual staff.

Facilities

M/N N/A 1 2 3 4 5 8. A workroom is provided for the preparation of audio-visual materials.

M/N N/A 1 2 3 4 5 9. There is adequate space for the safe and efficient storage of all audio-visual materials.

M/N N/A 1 2 3 4 5 10. There is adjustable storage space for all projectors, recorders, carts, and other audio-visual equipment.

Facilities (continued)

Notes

M/N N/A 1 2 3 4 5 11. Space is provided with racks for storage of maps and screens.
space for globes, dioramas, models and exhibits.
space for filmstrips, slides, tapes, recordings, and films.
space for pictures and specimens.

M/N N/A 1 2 3 4 5 12. Tools for maintenance and repair provided, plus work bench with outlets.
storage for spare parts and tools and
storage for equipment awaiting repair.

M/N N/A 1 2 3 4 5 13. There are facilities for the duplication of printed and photographic materials.

M/N N/A 1 2 3 4 5 14. There are facilities for construction of models, mock-ups, dioramas, charts, slides, posters, and overhead transparencies.

M/N N/A 1 2 3 4 5 15. A separate area, properly ventilated, is provided for the production of diazo materials and transparencies.

M/N N/A 1 2 3 4 5 16. A darkroom facility and photographic equipment are available.

M/N N/A 1 2 3 4 5 17. Sufficient work counters, layout tables, necessary tools, and tool cabinets are provided in the workroom.

M/N N/A 1 2 3 4 5 18. The following equipment is provided:

_____a. duplicators

_____b. small power tools for construction

_____c. dry mounting press

_____d. papercutter

_____e. film splicing and rewinding equipment

Facilities (continued)

Notes

_____f. sink with hot and cold water

_____g. slide cameras

_____h. diazo production and reproduction equipment

M/N N/A 1 2 3 4 5 19. There are individual and group listening and viewing areas for use by teachers and pupils.

M/N N/A 1 2 3 4 5 20. Adequate electrical circuits for tape recorders, projectors, or television sets are provided at least in the front and rear of each classroom.

M/N N/A 1 2 3 4 5 21. There is an effective television antenna and distribution system for ETV programs.

General

The items listed below are applicable to both the library and audio-visual portions of this section and provide the necessary coordination between the two.

Policies

M/N N/A 1 2 3 4 5 1. There is a clearly written statement of policies for the operation of the instructional materials program.

M/N N/A 1 2 3 4 5 2. Contained in the policy statement are specific procedures for the selection of books and audio-visual materials.

M/N N/A 1 2 3 4 5 3. There is a written set of procedures for effective maintenance of materials, equipment, and facilities.

M/N N/A 1 2 3 4 5 4. There is a written, long-range plan in effect for the improvement of the quality of the collection and its use.

M/N N/A 1 2 3 4 5 5. Administrators and teachers cooperate with audio-visual and library personnel in formulating policies.

Policies (continued)

Notes

M/N N/A 1 2 3 4 5 — 6. Policies are re-evaluated yearly.

M/N N/A 1 2 3 4 5 — 7. Administrators and faculty understand and support the role of the instructional materials program in the total educational program.

M/N N/A 1 2 3 4 5 — 8. There is a definite plan for explaining the instructional materials program to the school and community.

M/N N/A 1 2 3 4 5 — 9. The school is a participant in the regional instructional materials center and the regional educational broadcasting council.

Procedures

M/N N/A 1 2 3 4 5 — 10. There is a planned inservice program in the production and utilization of audio-visual aids.

M/N N/A 1 2 3 4 5 — 11. Carefully planned use is made of field trips, resource persons, and cultural programs.

M/N N/A 1 2 3 4 5 — 12. Teachers continually evaluate audio-visual materials, and an evaluation file is kept for all teachers.

M/N N/A 1 2 3 4 5 — 13. All printed and audio-visual materials are centrally processed, classified, and catalogued.

M/N N/A 1 2 3 4 5 — 14. There is a planned program for informing the faculty about the schools instructional materials and services.

M/N N/A 1 2 3 4 5 — 15. Teachers and audio-visual personnel plan cooperatively for the use of books and materials.

M/N N/A 1 2 3 4 5 — 16. The card catalog lists all instructional materials in the building and is kept up-to-date.

M/N N/A 1 2 3 4 5 — 17. Procedures for circulating printed and audio-visual materials are efficient.

M/N N/A 1 2 3 4 5 — 18. Materials are freely loaned to classrooms for needed periods of time.

The Systemwide Staff

M/N N/A 1 2 3 4 5 19. There is a full time, qualified, systemwide coordinator of the instructional materials program.

M/N N/A 1 2 3 4 5 20. The systemwide coordinator is employed on a twelve-month basis.

Additional Items

Notes

INSTRUCTIONAL MATERIALS

Summary

Observation:

Recommendations:

THE SCHOOL INSTRUCTIONAL MATERIALS CENTER*

Evaluation

This check list can be used to determine the weak and strong areas of an IMC. The check list should be used serveral times during the year to note weaknesses. It will be helpful in successive years to show the degree of improvement made.

I. Policies

	Yes	No
1. Are the policies of the instructional materials center consistent with the policies of the school?	_____	_____
2. Are the policies of operation and of materials selection clearly stated?	_____	_____
3. Do administrators, faculty, and students cooperate with the instructional materials personnel in formulating policies?	_____	_____
4. Are the policies re-evaluated periodically?	_____	_____
5. Are changes in policy made known to all users?	_____	_____
6. Do the administrators, faculty, and instructional materials personnel understand and support the role of the center in the total educational program?	_____	_____

II. The Practical Operation

A. The Library

7. Is the library available to individual students and to classes during the school day?	_____	_____
8. Is the library open for student use before school, after school, during lunch hour, and during summer vacation?	_____	_____
9. Is the library used voluntarily by large numbers of students?	_____	_____
10. Do pupils' schedules permit them to use the library during the school day?	_____	_____

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* Curriculum Development Series No. 5. Pennsylvania Department of Public Instruction. Harrisburg. 1962. pp. 28-34.

	Yes	No
11. Is the library used as a study hall?*	____	____
12. Are there provisions and facilities for individual study?	____	____
13. Is group instruction in library skills given?	____	____
14. Is individual instruction given when needed?	____	____
15. Is integrated instruction in library skills given by classroom teachers?	____	____
16. Do the teachers and librarians cooperatively plan for the use of library materials both in the classroom and in the library?	____	____
17. Does the card catalog list all types of materials in the center?	____	____
18. Is the card catolog kept up-to-date?	____	____
19. Are procedures for circulating books efficient?	____	____
20. Do the teachers utilize the resources of the library in planning courses and in making assignments?	____	____
21. Are materials freely loaned to classrooms for stated periods of time?	____	____
22. Is the program of book talks, displays, and other library-school relations effective?	____	____
23. Is the library considered a friendly, helpful place to go?	____	____

B. Other Center Facilities

24. Does the center provide for preview and individual study of projected materials for both faculty and students?	____	____
25. Does instructional equipment meet minimum standards as to quantity and quality?	____	____
26. Is all material readily accessible to all teachers?	____	____
27. Do students have opportunities to use the center?	____	____

* The library should not be used as a study hall.

	Yes	No
28. Is there a regular schedule for maintenance and replacement of equipment?		
29. Are materials and equipment provided for the production of teaching aids?		
30. Are teachers encouraged to prepare their own materials, using the center's facilities?		

III. The Materials Collection

	Yes	No
31. Is the budget for materials available for expenditure throughout the year as needed?		
32. Is the materials budget planned cooperatively with the instructional materials specialists?		
33. Do teachers take part in the selection of materials?		
34. Are the materials appropriate for the school's curriculum and students?		
35. Are there sufficient materials to meet both reference and recreational reading needs?		
36. Are teachers systematically made aware of new materials?		
37. Is a card listing of acquisitions kept?		
38. Are books rebound as needed?		
39. Are obsolete and wornout materials promptly discarded?		

IV. Physical Facilities

A. Library

	Yes	No
40. Is the library section located so that it is easily accessible to classes?		
41. Are the desk and other equipment conveniently placed?		
42. Is there adequate natural light?		
43. Are the artificial light sources well placed and adequate?		
44. Does the library floor space meet "Pennsylvania School Library Standards?"		

	Yes	No
45. Are the floor, ceiling, and walls treated so as to reduce noise?		
46. Are the rooms attractive and interesting?		
47. Is the library section easily supervised from most locations in the room?		
48. Are the shelves the proper height from the floor for users?		
49. Is there sufficient clerical equipment?		
50. Are there easily supervised conference rooms available?		
51. Is there a workroom?		
52. Is there adequate space for magazine storage?		
53. Is the stack space adequate?		
B. Audio-Visual Materials		
54. Is the audio-visual materials center located within easy access to a loading dock?		
55. Does the overall design of the center permit flexibility in the future use of space?		
56. Is the center so located and designed that it can be expanded to meet future needs?		
57. Are noise-producing areas isolated from study and reading sections? (Previewing, testing and repairing equipment, auditioning, preparing materials, and distributing supplies and equipment are all noise-producing activities.)		
58. Is adjustable storage space provided for all types of projectors, recorders, and equipment carts?		
59. Is the center provided with racks for storage of maps and screens? space for globes, dioramas, models, and exhibits? storage for filmstrips, slides, tapes, recordings, and films? storage for pictures and specimens?		
60. Are tools for maintenance and repair provided? work bench with outlets? storage for spare parts and tools? storage for equipment awaiting repair?		
61. Are there facilities for the duplication of printed and photographic materials?		

	Yes	No
62. Are there facilities for construction of models, mock-ups, dioramas, charts, slides, posters, and overhead transparencies?	____	____
63. Is the production center designed and located to serve the present or proposed television studio?	____	____
64. Is a separate area, properly ventilated, provided for the production of diazo materials and transparencies?	____	____
65. Are sufficient electrical outlets and storage areas provided throughout the production area?	____	____
66. Are sufficient work counters, layout tables, necessary tools, and tool cabinets provided?	____	____
67. Is the following equipment provided? small power tools for construction duplicators dry mounting press papercutter film splicing and rewinding equipment sink with hot and cold water slide cameras diazo production and reproduction equipment	____	____
68. Are there individual and group listening and viewing areas for use by teachers and pupils?	____	____
69. Are these areas soundproof, well ventilated, and designed for convenient visual supervision?	____	____
70. Are adequate electrical circuits for tape recorders, projectors, or television sets provided?	____	____
71. Is a microfilm reader provided either in the library or in some other convenient section of the instructional materials center?	____	____
72. Is a small room designed to accommodate 10 to 20 people provided for film previews?	____	____
73. Does the film preview room have the following characteristics: soundproof equipped with at least two screens and projectors with earphones to enable simultaneous previewing well-ventilated equipped with dimmer light control	____	____

	Yes	No
74. Have the school and IMC personnel participated in the design of the center?	____	____
75. In planning for television broadcast facilities, has the amount and variety of initial programming been determined, and has the potential for growth of programming been estimated?	____	____
76. Is an area of suitable size planned for immediate or future use as a television teaching studio?	____	____
77. Is this area windowless, provided with a concrete floor, and with wide soundproof doors for easy access to prop storage areas and outside driveway?	____	____
78. Is there a noise-free air-conditioning system?	____	____
79. Is electrical wiring or conduit sufficient to the needs of studio lighting and the other electrical requirements of television?	____	____
80. Are water, gas, air, and electrical outlets provided for demonstration teaching?	____	____
81. Is the studio area adjacent to areas that could be used for:		
film broadcasting?	____	____
graphic aids preparation?	____	____
a rehearsal room?	____	____
properties storage?	____	____
82. Has consultant service been obtained in regard to necessary equipment and its arrangement in the studio? (For consultant service write to Radio-Television Coordinator, Department of Public Instruction.)	____	____
83. Is properly designed space for the administration of the instructional materials center provided?	____	____
84. Is the administrative area equipped with:		
file cabinets?	____	____
desk?	____	____
conference table?	____	____
phone or intercom to all rooms?	____	____
television and radio antenna connection?	____	____
four to six chairs with table for small conferences?	____	____

V. The Staff

85. Are the librarians certified?	____	____

	Yes	No
86. Do instructional materials center personnel enjoy full faculty status?	____	____
87. Are they active in professional associations?	____	____
88. Are they advancing their education?	____	____
89. Are adequate secretarial and clerical assistants available?	____	____
90. Is student help trained and supervised?	____	____
91. Is the center represented on each curriculum or other faculty committee?	____	____
92. Is the staff qualified or preparing to qualify as instructional materials specialists? Has each staff member had the basic courses in library science and audio-visual materials?	____	____
VI. The Administration		
93. Is the administrator aware of newer publications dealing with instructional materials center?	____	____
94. Are there long-range plans for improvement and upgrading where standards are not met?	____	____
95. Are the staff and administration aware of the published standards for libraries in elementary and secondary schools of Pennsylvania?	____	____
96. Is there planned growth in the projected budget?	____	____
97. Are salaries of personnel on the same scale as the other staff members?	____	____
98. Is an adequate budget provided by the school board?	____	____
99. Is there a faculty advisory committee?	____	____
100. Are all records complete and available to the school board?	____	____
101. Is the public informed of the center's services to the school?	____	____

Appendix A Pennsylvania Regulations Pertaining to t
School Instructional Materials Cente

Regulations on Minimum Areas for School Libraries

On April 20, 1960 the State Council of Education approved the following maximum reimbursable areas for secondary school libraries:

Enrollment	Minimum Size of Reading Room in Square Feet
500	1500-1650
600	1800-2000
700	2000-2200
800-1000	2500-2900

Determining Reimbursement for Elementary Libraries

On March 22, 1961 the State Council of Education passed the following resolution pertaining to maximum reimbursable areas for elementary school libraries:

> "RESOLVED: That the State Council of Education concurs with the Bureau of Curriculum Development, Department of Public Instruction, that in elementary schools (with the exception of neighborhood schools) a separate area for library purposes is essential in order to provide a complete educational program. Furthermore, the State Council of Education approves the following minimum areas for elementary school libraries:

Enrollment	Library Area
150-360	880 square feet
Over 360	1320 square feet

Rated pupil capacity is used to determine reimbursement for elementary libraries. Rated pupil capacity for the purpose of reimbursement is the total capacity of reimbursable facilities on the schedule of space allocations as approved by the Department of Public Instruction.

The approved schedule of space allocations is the number and size of classroom and special facilities deemed necessary by the Department of Public Instruction to provide a complete educational program for the approved projected enrollment to be served by an approved attendance center. Since rated pupil capacity is based upon the facilities necessary to provide a complete educational program, including libraries, a proportionate reduction in rated capacity will be made when the district chooses to delete from its project any facilities necessary to provide such a complete educational program. This reduction will be determined by computing the ratio that the incomplete project bears to the complete project on a square foot basis. This ratio is then multiplied by the rated pupil capacity established for the complete project. The product so determined then becomes the rated pupil capacity for the incomplete project.

EVALUATIVE CHECKLIST

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AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

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Norman, Oklahoma

This instrument is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864. Printed and distributed by the Department of Audiovisual Instruction of the NEA without use of government funds as a service to the teaching profession.

INTRODUCTION

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark the middle space to the left of that statement. If you feel that the situation at your school is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

☐1 ☐2 ☐3 There is no full-time director of the media program.

☐4 ☐5 ☐6 There is a full-time director in charge of the media program.

☐7 ☐8 ☐9 There are a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

A. Commitment to the Media Program

☐1 ☐2 ☐3 The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.

☐4 ☐5 ☐6 The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.

☐7 ☐8 ☐9 The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

[4] [5] [6] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

[7] [8] [9] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

°A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

°Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

°The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.

°Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services in Educational Media Utilization

[1] [2] [3] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[4] [5] [6] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[7] [8] [9] Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

[1] [2] [3] Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

[4] [5] [6] Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

[7] [8] [9] Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

1 2 3 Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

4 5 6 Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

7 8 9 Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

1 2 3 The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

4 5 6 The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

7 8 9 The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

°Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

°The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

°The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location and Accessibility of Educational Media

1 2 3 The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

$\boxed{1}$ $\boxed{2}$ $\boxed{3}$ Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

$\boxed{4}$ $\boxed{5}$ $\boxed{6}$ The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

$\boxed{7}$ $\boxed{8}$ $\boxed{9}$ Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

4 5 6 Educational media are cleaned and repaired whenever the maintenance Staff has time to do so.

7 8 9 All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

1 2 3 Limited production facilities are available for teachers to produce their own materials.

4 5 6 Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

7 8 9 Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

A. Physical Facilities in Existing Classrooms

1 2 3 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

4 5 6 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

7 8 9 All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

1 2 3	Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.
4 5 6	Most new classrooms are provided with physical facilities that make possible optimum use of educational media.
7 8 9	All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

1 2 3	The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.
4 5 6	The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.
7 8 9	Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

1 2 3	The educational media budget is based on an arbitrary allotment of funds irrespective of need.
4 5 6	The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.
7 8 9	The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

1 2 3	Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

4 5 6 The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

7 8 9 The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

A. School System Media Staff

1 2 3 A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

4 5 6 A professional media person with some special training is in charge of the educational media program and has some professional, clerical, and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

7 8 9 The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

1 2 3 Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

4 5 6 Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

7 8 9 A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

PROFILE SHEET

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK ⟶ STRONG

Section I Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
	E	1	2	3	4	5	6	7	8	9
Section II Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
Section III Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
	E	1	2	3	4	5	6	7	8	9
	F	1	2	3	4	5	6	7	8	9
Section IV Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
Section V Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
Section VI Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9

EVALUATING THE SCHOOL LIBRARY: SUGGESTIONS FOR STUDYING THE SCHOOL LIBRARY IN ACTION*

EVALUATING THE SCHOOL LIBRARY

Discussions of school library essentials and school library standards point to school library evaluation as a basis for the further development of school libraries and as a means of improving school library programs. These suggestions and questions are presented as possible aids to superintendents, principals, and school librarians who have had some experience in school library evaluation as well as to those who have not previously measured the resources, the use, or the influence of a school library.

School libraries have many functions. They are centers for books and other materials of learning. They are reading centers and reference centers. They are teaching, guidance, and service agencies. They should support the entire curriculum and exert an integrating influence in the school. For these reasons it is difficult, though important, to make a simple outline for evaluation.

It is evident that each school should make its own outline and plan because, if its library is functioning in relation to its pupils, its objectives and its curriculum, its approach to evaluation should be distinctive, creative, and constructive.

BASIC QUESTIONS REGARDING SCHOOL LIBRARY EVALUATION

WHY EVALUATE THE SCHOOL LIBRARY AND THE SCHOOL LIBRARY PROGRAM?

1. To recognize, and interpret, its accomplishments.

2. To determine its needs.

3. To plan its future.

WHO PARTICIPATE IN SCHOOL LIBRARY EVALUATION?

These groups are essential--

1. The librarian and the library staff--those directly responsible for library organization, library administration, library teaching and library service.

2. The members of the school, the pupils, and the teachers, including the librarians,--those who use the library and those who cooperate in library planning and library teaching.

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* New York Library Association. School Libraries Section. EVALUATING THE SCHOOL LIBRARY: SUGGESTIONS FOR STUDYING THE SCHOOL LIBRARY IN ACTION. New York Library Association, 1962.

3. The principal, the superintendent of schools, and the board of education--those who are responsible for school supervision and school administration, and for the interpretation and support of the library.

Some of these groups may be helpful--

1. The general supervisors and the school library supervisors of the school system and of the State Education Department, teachers of library science, members of evaluating committees of an accrediting association, representatives of state and national professional organizations--those who have breadth and judgment through their knowledge of many schools and many school libraries.

2. Parents, other taxpayers, leaders of youth groups--members of the community who are directly or indirectly concerned with the school and the financial support of its activities.

Studies made by the librarian or by the librarian and the principal or by the librarian and a committee of teachers working under the direction of the principal should result in significant conclusions. Self-evaluation is always necessary, but the challenge of taking a fresh look at the library is introducing it to a visitor or of learning how it impresses someone who is not closely related to the detail of its operation is refreshing, and often helpful.

WHAT IS TO BE EVALUATED?

1. Library essentials. An appropriate, up to date, adequate book collection, the other library materials, the organization of library materials, the card catalog, the library's quarters, the plans for library teaching, reading guidance, and library service, and/or the librarian and the library staff.

2. The administration of the library, the school's plan for making the library accessible and useful to the pupils, the appearance, order, and atmosphere of the library, the participation of the faculty in library administration, in library teaching, and in encouraging the use of the library.

3. The use of the library by pupils and teachers for school courses, school activities, and personal interests.

4. The library's contribution to teaching and learning, the library as a resource for dealing with individual differences in ability and interest, the library as a socializing influence, the part played by the library in improving the quality of teaching, library publicity and public relations, and the interpretation of the school library to the pupils, the faculty, and the community.

5. The adequacy and size of the professional staff, the clerical staff, the book collection, the library's quarters, and the budget for the enrollment and the program.

FIRST STEPS? OR, PLANNING BEFORE ACTION

1. Recognize that it is practical to prepare for an evaluation by becoming familiar with one or two plans or outlines proposed for school or school library evaluation.

2. Realize that evaluating is a time-taking process, and decide to set aside a specific amount of time for the job.

3. Decide what to evaluate.

4. Make plans for the writing of the summary report or reports.

HOW EVALUATE THE SCHOOL LIBRARY?

These are some of the methods--

1. Observe the school library in action when school is in session and either before or after school.

2. Notice the best developments and practices. Seek essential information.

3. Make a brief, written record of general impressions of activities, accomplishments, and needs based on observations in the library, in classrooms, and elsewhere in the school.

4. Find out how the library's objectives compare with the school's objectives, and to what extent the library supports the school program.

5. Study the school library's records and reports. Use statistical information--as well as opinions.

6. Compare library resources, organization, facilities, teaching programs and use with the recommendations of established standards for school libraries.

7. Compare this library with school libraries in similar communities, libraries of similar age, which have similar objectives and resources.

8. Study the library as a whole or such features of the library as the library instruction program, the effect of the library on the pupils, the use of the library by school departments, the role of the librarian as teacher and as advisor.

9. Ask again "What does the library accomplish?"

HOW USE THE EVALUATION?

1. A brief, written, report--on good values, needs, problems, questions.
2. Discussion of the findings by the librarian, the principal, and the superintendent.
3. Consider what improvements can be made with present resources and what additional resources are needed.
4. Decision as to interpretation to other individuals or groups.
5. Developing a plan for action.
6. Implementation of the plan.
7. Provision for a follow-up study.

HOW DO YOU LOOK AT YOUR SCHOOL LIBRARY?

Does it project an image of books in repose or a picture of education in action?

Is it ever changing, growing and becoming, or is it the same every day?

IS THE LIBRARY A VITAL PART OF THE EDUCATIONAL PROGRAM?

Do pupils

1. use the library independently and effectively?
2. feel free to ask necessary questions, turn to the librarian for help in choosing books or finding information?
3. find a sufficient supply of reading materials for school and personal interests?
4. get to the library easily during the school day as well as before and after school hours?
5. enjoy using the library--browsing and reading?
6. find the library attractive and the materials well organized?

Do faculty members

1. consider that the library is essential for their programs?
2. find materials to enrich and extend the textbooks?
3. know that their suggestions are needed and welcomed?

4. find encouragement and help in making assignments which require the use of library resources?

5. find that the librarian understands their needs, and knows both the curriculum, and the abilities of pupils?

6. share in planning and developing the program of library instruction?

Do administrators

1. confer with the librarian regarding such matters as planning the library's budget, personnel, facilities, and program?

2. provide adequate resources and personnel in relation to the school's objectives, program, enrollment, and budget?

3. find that the library staff understands the school's objectives and works to attain them?

4. share with the librarian their understanding of educational trends and school needs, ideas, plans, and proposed changes?

5. seek to prevent non-library activities from curtailing the services of librarian and the primary pupose of the library room?

6. interpret the school library to the faculty, the Board of Education, and the community?

Do members of the community

1. know about the objectives, resources, services, and teaching functions of the library?

2. recognize that the school library teaches pupils to use all libraries, and to be independent in getting information?

3. understand that school librarians are both librarians and teachers, teachers who bring books to pupils and work with pupils through stimulating and encouraging reading?

SUMMARY

The school library is effective, and vital to the success of the school

. when its activities reach into the main streams of the school and of the whole educational program.

. when it increases the educational attainments of the school by making appropriate reading materials available to all pupils.

. when it contributes to the improvement of the teaching or reading.

- when it helps pupils appreciate the value of books for their school work and their personal enjoyment.
- when it functions as a center of learning which creates in teachers and pupils an eagerness for recource to books.
- when it shows an understanding of the community and the community's interests.
- when its materials and its program challenge both administrators and faculty to broaden and deepen the school's program.

For the most part, these statements seem to deal with intangibles, but they are intangibles which used with sensitivity and a creative spirit become practical and dynamic tools for measuring the school library.

APPENDIX: F

THE PROFESSIONAL LIBRARY

A professional library is an investment in quality education. It provides the tools for continuing education on the part of beginning and experienced teachers; it is the resource center for curriculum study and development. Some professional material should be available in each school building to provide immediate guidance on questions of general educational concern. A district professional library for teachers should be housed in the district instructional materials center to provide print and non print materials essential for all aspects of curriculum study, professional advancement, educational trends, research studies, media evaluation, and contemporary political, social, cultural, and economic issues.

The American Association of School Librarians recommends the following standards for professional library collections:

1. A basic book collection of 200 - 1,000 titles depending on size and need of faculty.
2. Twnety-five to fifty professional magazine subscriptions.
3. A collection of pamphlets, filmstrips, curriclum guides, resource units, and other special instructional materials as needed by the faculty members.
4. A minimum annual expenditure for the professional collection (in addition to funds allocated for school library materials) of $200 to $800, depending on the size of the faculty and the availability of other professional materials in the community.*

The district professional library requires the services of at least one full time professional librarian with clerical help, with additional professional and clerical help as the needs of the district dictates.

Guidance in organizing the professional library is provided by the National Education Association publication, THE TEACHERS' LIBRARY: HOW TO ORGANIZE IT AND WHAT TO INCLUDE, published in 1966 as a joint project of the American Association of School Librarians and the National Commission for Teacher Education and Professional Standards. It provides complete bibliographic information for the selection and purchase of books, pamphlets, periodicals, journals, films, and filmstrips.

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* American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago, Illinois: American Library Association, 1960. p. 86

CHECKLIST

PROFESSIONAL LIBRARY RESOURCES

Information pertaining to:

_____ Administration

_____ Adult education

_____ Advanced placement programs

_____ Audio-visual materials and techniques

_____ Bibliographies

_____ Book selection

_____ Buildings and grounds

_____ Certification

_____ Classroom organization

_____ Co-curricular activities

_____ College and university programs

_____ Community resources

_____ Compensatory education

_____ Conference and workshop reports

_____ Courses of study

_____ Creativity

_____ Curriculum guides

_____ Curriculum study and design

_____ Educational television

_____ Educational theory

_____ Educational trends

_____ Elementary education

_____ Equipment

_____ Evaluative criteria

_____ Exceptional children

_____ Federal aids and grants

_____ Finance

_____ Free and inexpensive materials

_____ General education

_____ Government publications

_____ Guidance and counseling

_____ Handbooks for parents, teachers, students

_____ History of education

_____ Homeroom organization

_____ Human development

_____ Incentive programs

_____ Individualization

_____ Innovation

_____ Inservice education

_____ Junior colleges

_____ Learning processes

_____ Media selection and use

_____ Mental health

_____ Merit rating

_____ Methodology

_____ Moral and spiritual values

_____ Philosophy

_____ Pilot programs

_____ Principles of discipline

_____ Principles of planning

_____ Principles of teaching

_____ Professional ethics

_____ Professional growth

_____ Professional organizations

_____ Professional publications

_____ Programmed instruction

_____ Psychology

_____ Public relations

_____ Reading

_____ Remediation

_____ Research studies

_____ Resource units

_____ Routine and policy manuals

_____ Scheduling

_____ School law

_____ School libraries

_____ School publications

_____ Secondary education

_____ Special education

_____ Standards

_____ Student teaching program

_____ Study skills

_____ Supervision

_____ Teacher education

_____ Teacher exchange program

_____ Team teaching

_____ Testing

_____ Textbook selection

_____ Ungraded schools

_____ Unit development

_____ Vocational education

APPENDIX: G

GUIDELINES FOR SELECTION OF SCHOOL LIBRARY MATERIALS*

The expansion of school library programs to include a diversity of materials is a natural outgrowth of the acceptance of the concept of the library as an integral aspect of the instructional program of the school. It is the function of the library to provide materials which undergird the school curriculum, and it is no longer realistic to think of teaching and learning materials only in terms of the printed word. To support its educational program, a school needs materials in many forms related to all curriculum areas.

Intelligent selection of these materials is a time-consuming task which requires professional competence as well as the ability to profit by the professional competence of others. The first requisite is depth of knowledge of the curriculum and the second is knowledge of the needs, interests, and abilities of the school clientele. Related factors are the amount of money available, the materials already available in the school library, and the materials available from other sources.

Selection of the type of material, printed, pictured, or recorded, should be made on the basis of the medium available that most effectively conveys or interprets the content or the concept; in many instances, materials in one format is useful in supplementing that in another. The same material may be needed in various media for use with individuals and groups with varying abilities and interests as well as to provide opportunities for variety in presentation. All materials selected for the school library, in whatever format, should meet high standards of excellence. Materials which deal with current topics should be up-to-date; those which reflect a biased point of view should make the prejudice recognizable.

The individual school library collection should include all facets of the curriculum with materials which reflect different points of view on controversial subjects and which provide opportunities for pupils and teachers to range far and wide in their search for information and inspiration. Since there is within a school little homogeneity of either ability or interest, the collection should contain both easy and difficult materials.

Selection is a cooperative process which should involve staff and pupils, though the final decisions are vested in the library personnel. Teachers are subject specialists with the added knowledge of the needs, interests, and abilities of their pupils. It is the responsiblity of the library staff to consult with them, to provide them with as much bibliographic information as possible, and to secure their assistance in the evaluation of materials. Pupils can be encouraged to use bibliographic sources and to make recommendations for materials in which they are interested or which they need.

*The American Association of School Librarians. SELECTING MATERIALS FOR SCHOOL LIBRARIES: GUIDELINES AND SELECTION SOURCES TO INSURE QUALITY COLLECTIONS. American Association of School Librarians: Chicago, Illinois. 1965.

The safest method for selection is, of course, a first-hand knowledge of the material itself; the next is the perceptive use of reliable lists. Factors to consider in evaluating lists include the reliability of the person or organization who prepared them and their recency. Many school districts now provide examination centers where books, films, and filmstrips, tapes, and recordings may be previewed or examined. Where such service is available, teachers and librarians should be given the opportunity to become familiar with the materials and should avail themselves of this opportunity before recommending their purchase.

Many school districts, too, have developed statements of policy which govern their selection of materials. Such statements include the philosophy for selection, the agency and staff responsible for implementing the policy, the types of materials included, criteria and procedures for their selection, and procedures for handling problems which arise when a particular piece of material is questioned. When such statements are cooperatively developed, accepted and adhered to, they provide both guidance and protection for all who are involved in the selection of materials.

BOOK SELECTION GUIDES

THE AAAS SCIENCE BOOK LIST FOR CHILDREN. Edited by Hilary J. Deason. A comprehensive, annotated bibliography of science books for elementary children. 201 pp. 1963. American Association for the Advancement of Science. Cloth. $2.50. Paper, $1.50.

THE AAAS SCIENCE BOOK LIST FOR YOUNG ADULTS. Edited by Hilary J. Deason. A comprehensive, annotated bibliography of science books for secondary school students and students in their first two years of college. 250 pp. 1964. American Association for the Advancement of Science. Cloth, $3.50. Paper, $2.50.

ADVENTURING WITH BOOKS: A READING LIST FOR ELEMENTARY GRADES. Edited by Elizabeth Guildoile and Jeannette Veatch. A classified bibliography of over 1000 noteworthy books suitable for elementary children. 256 pp. Revised edition. 1966. National Council of Teachers of English. 75¢.

AMERICAN HISTORY: A GUIDE TO STUDENT READING FOR TEACHERS AND LIBRARIANS. By Bernard Titowsky. An annotated bibliography of fiction and non-fiction selected on the basis of availability, readability, and authority. 144 pp. 1964. McKinley Publishing. $6.50.

AMERICAN HISTORY IN JUVENILE BOOKS. By Seymour Metzner. A comprehensive list of more than 2000 trade books relating to American history that are especially appropriate for elementary and junior high school age groups. 329 pp. 1966. H. W. Wilson. $7.00.

*A BASIC BOOK COLLECTION FOR ELEMENTARY GRADES. Edited by Miriam Snow Mathes et al. An annotated bibliography of about 1000 books and magazines for grades K-8, arranged by Dewey Decimal Classification with author, title, and subject index. 144 pp. 7th edition. 1960. American Library Association. $2.00.

*A BASIC BOOK COLLECTION FOR HIGH SCHOOLS. Compiled by Eileen F. Noonan et al. Approximately 1500 titles for the high school library; includes paperback editions, magazines, and audio-visual aids. 7th edition. 1963. 192 pp. American Library Association. $3.00.

*A BASIC BOOK COLLECTION FOR JUNIOR HIGH SCHOOLS. Edited by Margaret V. Spengler et al. An annotated bibliography of about 1000 books and magazines for grades 7-9, arranged by Dewey Decimal Classification with author, title, and subject index. 144 pp. 3rd edition. 1960. American Library Association. $2.00.

NOTE: Titles marked with an asterisk (*) are recommended for first purchase.

*BEST BOOKS FOR CHILDREN. Compiled by Joan Sragow. An annotated bibliography of 4000 books for K-12, arranged by grades and subjects. 245 pp. 10th edition. 1968. Annual. R. R. Bowker. $3.00.

A BIBLIOGRAPHY OF BOOKS FOR CHILDREN. Edited by Association for Childhood Education International. An annotated bibliography of about 1700 books for ages 2-12. 132 pp. Revised edition. 1965. Association for Childhood Education International. $1.50.

BOOK BAIT: DETAILED NOTES ON ADULT BOOKS POPULAR WITH YOUNG PEOPLE. Edited by Elinor Walker. Descriptive annotations more detailed than usually found in such a list. Titles arranged by age and type of reader; follow-up titles also included. 96 pp. 1957. American Library Association. $1.25.

A BOOK OF CHILDREN'S LITERATURE. By Lillian Hollowell. Annotated bibliographies for K-9 at the end of each chapter. 640 pp. 3rd edition. 1966. Holt, Rinehart & Winston. $8.95.

BOOKS AND THE TEEN-AGE READER. By G. Robert Carlsen. A guide for teachers, parents, librarians containing annotated lists of books including one list especially for the college bound. 218 pp. 1967. Harper and Row. $3.95.

*BOOKS FOR CHILDREN 1960 - 1965. Edited by American Library Association Committee. A compilation of 3068 books with detailed annotations, recommended in THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN, and arranged according to a modified Dewey Decimal Classification with subject, author, and short title index. 447 pp. 1966. American Library Association. $10.00.

*BOOKS FOR CHILDREN 1965 - 1966. Edited by American Library Association Committee. A compilation of 770 children's books recommended for purchase in THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN from September 1965 to August 1966; gives complete buying and cataloging information. 128 pp. 1966. American Library Association. $2.00.

*BOOKS FOR CHILDREN 1966 - 1967. Edited by American Library Association Committee. A compilation of more than 800 children's books recommended for purchase in THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN from September 1966 to August 1967; gives complete buying and cataloging information. 136 pp. 1968. American Library Association. $2.25.

BOOKS FOR THE TEEN-AGE. Annual selection of 1500 books, including both recent and older books. One-line annotations for books of the current year. Gives publisher but not price. Published each January. New York Public Library. 50¢.

BOOKS FOR YOU. Compiled by Committee on the Senior High Book List, National Council Teachers of English. Annotated list of leisure reading for high school students. Prices not given. 166 pp. 1959. National Council Teachers of English. With 1961-62 supplement of 32 pp. 60¢.

BOOKS IN AMERICAN HISTORY: A BASIC LIST FOR HIGH SCHOOLS. By John E. Wiltz. An annotated list of more than 260 titles worth of inclusion in a high school American history collection. 150 pp. 1964. Indiana University Press. $1.00.

BOOKS ON EXHIBIT: BASIC, BALANCED COLLECTION OF LIBRARY BOOKS FOR ELEMENTARY GRADES. This catalogue lists 972 selected library books at the elementary level, K-6, which have been recommended by three or more of the twelve major reviewing-evaluating source lists. 127 pp. 1968. Annual. Books on Exhibit. Free on request.

BOOKS ON EXHIBIT: BASIC, BALANCED COLLECTION OF LIBRARY BOOKS FOR JUNIOR HIGH. This catalogue lists by curriculum area 626 selected library books at the junior high level which have been recommended by three or more of the twelve major reviewing-evaluating source lists. 87 pp. 1968. Annual. Books on Exhibit. Free on request.

BOOKS ON EXHIBIT: ELEMENTARY GRADES. Catalog listing the books included in the publishers' free annual exhibit of new books. Published in two sections: section one lists approximately 400 books published in the spring; section two lists approximately 400 fall publications. This catalog organized by curriculum areas is annotated and fully indexed. Each section 65 pp. 1968. Annual. Books on Exhibit. Free on request.

BOOKS ON EXHIBIT: JUNIOR HIGH. Catalog listing the books included in the publishers' free annual exhibit of new books suitable for the junior high school. Published in two sections: section one lists approximately 225 books published in the spring; section two lists approximately 225 books published in the fall. This catalog organized by curriculum areas is annotated and fully indexed. Each section 41 pp. 1968. Annual. Books on Exhibit. Free on request.

BOOKS ON EXHIBIT: YOUNG ADULTS. Catalog listing the books included in the publishers' free annual exhibit of new books suitable for young adults. Published in two sections: section one lists approximately 230 books published in the spring; section two lists approximately 210 book published in the fall. This catalog organized by curriculum areas is annotated and fully indexed. Each section 41 pp. 1968. Annual. Books on Exhibit. Free on request.

CLA BOOKLIST. Edited by Sister Mary Girolama. A graded, annotated bibliography for K-8 on pp. 47 - 59. 68 pp. 1967. Annual. Catholic Library Association. $1.50.

A CATALOG OF PAPERBACKS FOR GRADES 7 TO 12. By Lucile Boylan and Robert Sattler. Over 1000 titles available in paper and useful for both curriculum and recreational purposes. 209 pp. 1963. Scarecrow Press. $5.00.

CHILDREN AND BOOKS. By May Hill Arbuthnot. A book on children's literature with an annotated bibliography. 688 pp. 3rd edition. 1964. Text edition, Scott, Foresman & Co. $12.00. Trade edition, Lothrop, Lee & Shepard. $9.25.

CHILDREN'S BOOKS - 1965. Compiled by Virginia Haviland and Lois Watt. An annotated bibliography of about 200 books arranged by subject, with reading level indication. 16 pp. 1966. Annual. Superintendent of Documents, Government Printing Office. 15¢.

CHILDREN'S BOOKS FOR HOLIDAY GIVING & YEAR 'ROUND READING. Edited by Children's Department, Cleveland Public Library. An annotated list of books arranged by age level. 20 pp. 1966. Annual. Cleveland Public Library. Free for self-addressed, stamped 7" x 10" envelope.

CHILDREN'S BOOKS OF THE YEAR - 1966. Edited by Book Committee of Child Study Association of America (CSAA). A classified annotated bibliography of about 450 selected children's books. 32 pp. 1966. Annual. Child Study Association of America. 75¢.

CHILDREN'S BOOKS SUGGESTED AS HOLIDAY GIFTS. Edited by New York Public Library (NYPL) Committee. A classified annotated bibliography of books of the year. 47 pp. 1966. Annual. New York Public Library, Library Sales Office. $1.00.

CHILDREN'S BOOKS TOO GOOD TO MISS. Edited by May Hill Arbuthnot et al. An annotated bibliography for grades K-8. 94 pp. 5th edition. 1966. Wester Reserve University Press. Hardback, $3.25. Paperback, $1.50.

*CHILDREN'S CATALOG. Edited by Dorothy Herbert West and Rachel Shor et al. A classified annotated guide to 3310 books for grades K-9. 915 pp. 11th edition. 1966. H. W. Wilson. $12.00.

CHILDREN'S LITERATURE. Compiled by Virginia Haviland. An annotated bibliography of books, pamphlets, and articles concerned with the creation, reading, study or selection of children's books, K-12. 341 pp. 1966. Superintendent of Documents, Government Printing Office. $2.50.

CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL. By Charlotte S. Huck and Doris A. Young. A book of children's literature with bibliographies for each chapter. 522 pp. 1961. Holt, Rinehart & Winston. $8.25.

THE COMBINED PAPERBACK EXHIBIT IN SCHOOLS: ELEMENTARY (K-8). A catalog of about 394 selected paperbacks from 37 publishers. 16 pp. 1967-68. Annual. The Combined Paperback Exhibit in Schools. Free.

THE COMBINED PAPERBACK EXHIBIT IN SCHOOLS: HIGH SCHOOL (7-12). A catalog of about 1000 selected paperbacks from 78 publishers. 36 pp. 1967-68. Annual. The Combined Paperback Exhibit in Schools. Free.

CURRENT BOOKS, JUNIOR BOOKLIST. Edited by Lois R. Markey. An annotated bibliography in 5 graded sections for grades K-9. Annual. National Association of Independent Schools. $1.00.

CURRENT BOOKS, SENIOR BOOKLIST. Compiled by Committee on Senior Booklist. Annotated list of preceding year's best leisure reading for grades 9-12. Cites ten "best" adult books for the pre-college student. Annual. National Association of Independent Schools. $1.00.

DOORS TO MORE MATURE READING: DETAILED NOTES ON ADULT BOOKS FOR USE WITH YOUNG PEOPLE. Compiled by Elinor Walker. Detailed annoations of nearly 150 adult books suitable for the older teenager. 192 pp. 1964. American Library Association. $2.50.

*ELEMENTARY SCHOOL LIBRARY COLLECTION. Edited by Mary V. Gaver. 5592 titles, plus professional and audio-visual materials arranged by Dewey Decimal Classification and indexed by subject, author, and title. 1048 pp. 2nd edition. 1966. Bro-Dart Foundation. $20.00.

FANFARE ... 1961 - 1965. Edited by Horn Book Committee. A classified list of books for pre-school - 12th grade, selected from HORN BOOK reviews. 4 pp. 1966. Horn Book. 10¢; quantity rates.

FIFTY YEARS OF CHILDREN'S BOOKS. By Dora V. Smith. A tracing of 50 years of children's literature illustrated with books and completed by a 30-page bibliography. 149 pp. 1963. National Council of Teachers of English. Hardback, $4.75. Paper, $2.95.

*4,000 BOOKS FOR SECONDARY SCHOOL LIBRARIES. Compiled by the Library Committee of the National Association of Independent Schools. A comprehensive guide to basic books, reference tools, periodicals, recordings, art reproductions, slides, etc. arranged by Dewey Decimal Classification numbers under Sears subject headings. 1968. R. R. Bowker. Paper, $5.25.

4,000 BOOKS FOR SECONDARY SCHOOL LIBRARIES. Compiled by the Library Committee of the National Association of Independent Schools. A subject-arranged bibliography designed to identify books and audio-visual materials essential for preparing students for subjects awaiting them in college. 1968. R. R. Bowker. $5.25.

GATEWAYS TO READABLE BOOKS. Edited by Ruth Strang et al. An annotated graded list of 1193 books in many fields for adolescents who find reading difficult. 245 pp. Revised edition. 1966. H. W. Wilson. $5.00.

GOOD BOOKS FOR CHILDREN. Edited by Mary K. Eakin. A selection of over 1400 books for K-12, reviewed in THE BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS from 1950 - 1965. 362 pp. 3rd edition. 1966. University of Chicago Press. Hardback, $7.95. Paper, $2.95.

*JUNIOR HIGH SCHOOL LIBRARY CATALOG. Edited by Rachel Shor and Estelle Fidell. A classified annotated guide to 3310 books for junior high. 768 pp. 1965. H. W. Wilson. $20.00.

JUNIORPLOTS: A BOOK TALK MANUAL FOR TEACHERS AND LIBRARIANS. By John Gillespie and Diana Lembo. Plot summaries of 80 books for young people with thematic analysis and suggested discussion material. 222 pp. 1967. R. R. Bowker. $7.95.

LET'S READ TOGETHER: BOOKS FOR FAMILY ENJOYMENT. Edited by Committee of National Congress of Parents and Teachers, and Children's Services Division, American Library Association. An annotated bibliography of about 750 titles, grouped by reader interest and age level, 2-15. 91 pp. 2nd edition. 1964. American Library Association. $1.50; quality rates.

NOTABLE CHILDREN'S BOOKS. 1940 - 1959. Edited by American Library Association Committee. A reappraisal of twenty years of notable books. 48 pp. 1966. American Library Association. $1.50.

NOTABLE CHILDREN'S BOOKS OF 1965. Edited by American Library Association Committee. 4 pp. 1966. Annual. American Library Association. Single copy free; quantity rates.

OUTSTANDING BIOGRAPHIES FOR COLLEGE-BOUND STUDENTS, AND OUTSTANDING FICTION FOR COLLEGE-BOUND STUDENTS. Young Adult Services Division, American Library Association. 40 copies, $1.00; 100 copies, $2.00; 500 copies, $9.50; 1000 copies, $16.00.

THE PAPERBACK GOES TO SCHOOL. Annual list of available paperback titles considered useful for classroom and supplementary use. Paging varies. 1964. Annual. Bureau of Independent Publishers and Distributors. Free.

PATTERNS IN READING: AN ANNOTATED BOOK LIST FOR YOUNG ADULTS. By Jean Carolyn Roos. Readable and appealing books grouped in 100 categories such as "Science Fiction" and "Mountain Climbing." Excellent for building up school or public library, general reading collection. Gives publisher but not price. 182 pp. 2nd edition. 1961. American Library Association. $2.25.

REFERENCE BOOKS. By Mary N. Barton and Marion V. Bell. A highly selective list of the more generally useful and popular reference materials. 145 pp. 6th edition. 1966. Enoch Pratt Free Library. $1.25.

*SENIOR HIGH SCHOOL LIBRARY CATALOG. Edited by Dorothy Herbert West, Estelle A. Fidell, and Rachel Shor. Catalog of 4231 books and pamphlets with 15,678 analytical entries selected for use tenth through twelfth grade. 1044 pp. 9th edition. 1967. H. W. Wilson. With five annual paper supplements. $20.00.

SUBJECT INDEX TO BOOKS FOR INTERMEDIATE GRADES. Edited by Mary K. Eakin. A bibliography of about 1800 books for grades 4-6, arranged by subject. 308 pp. 3rd edition. 1963. American Library Association. $7.50.

SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES. Edited by Mary K. Eakin and Eleanor Merrit. A bibliography of about 1000 trade and text books, arranged by subject with independent reading level indication. 176 pp. 2nd edition. 1961. American Library Association. $4.50.

SUBSCRIPTION BOOKS BULLETIN REVIEWS, 1956 - 60. Edited by American Library Association Committee. A detailed evaluation of 99 reference books reprinted from THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN. 224 pp. 1961. American Library Association. Hardback, $5.00. Paper, $2.25.

SUBSCRIPTION BOOKS BULLETIN REVIEWS, 1960 - 62. Edited by American Library Association Committee. A detailed evaluation of 41 titles. 104 pp. 1962. American Library Association. $1.50.

SUBSCRIPTION BOOKS BULLETIN REVIEWS, 1962 - 64. Edited by American Library Association Committee. A detailed evaluation of 82 titles. 152 pp. 1964. American Library Association. $2.00.

A TEACHER'S GUIDE TO CHILDREN'S BOOKS. By Nancy Larrick. A guide designed to build teacher insight into children's reading interests containing an annotated list of over 400 titles to match each interest. 316 pp. 1960. Charles E. Merrill. Hardback, $5.95. Abridged edition in paper, $2.95.

THE TEACHERS' LIBRARY: HOW TO ORGANIZE IT AND WHAT TO INCLUDE. American Association of School Librarians and the National Commission for Teacher Education and Professional Standards. A carefully selected, annotated list of books, periodicals, films, and other materials for teachers' libraries. 205 pp. 1966. National Education Association. $1.50.

*TEXTBOOKS IN PRINT. An author and title index to elementary, junior, and senior high school books, and pedagogical books classified by subject. 522 pp. 1968. Annual. R. R. Bowker. $4.00.

YOUR READING. Edited by Charles B. Willard. An annotated bibliography for grades 7-9 including titles, authors, and illustrations. 222 pp. 1966. National Council of Teachers of English. 75¢.

PROFESSIONAL TOOLS FOR

THE SCHOOL LIBRARIAN -- A SELECTED LIST

ADMINISTERING LIBRARY SERVICE IN THE ELEMENTARY SCHOOL. By Jewell Gardener. A comprehensive guide to the administrative aspects of originating, evaluating, and directing an elementary school library program. 176 pp. 2nd edition. 1954. American Library Association. $3.50.

AUDIO-VISUAL SCHOOL LIBRARY SERVICE. By Margaret Rufsvold. A handbook providing insight into the procedure to follow in initiating and integrating non-print media school library service. 116 pp. 1949. American Library Association. $2.75.

BOOK SELECTION FOR SCHOOL LIBRARIES. By Azile Wofford. A practical guide to how to select printed resources for school libraries. 318 pp. 1962. H. W. Wilson. $5.00.

BOOK IN PRINT. Edited by Sarah L. Prakken. An author - titles - series index to the PUBLISHERS' TRADE LIST ANNUAL. An index to all of the in-print books available from over 1600 U.S. publishers. Two volumes: volume I, Authors; volume II, Titles and Publishers. 2850 pp. Annual. R. R. Bowker. Two volume set, $19.85.

COMMONSENSE CATALOGING. By Esther J. Piercy. A practical handbook providing objective, directional guidance for cataloging print and non-print media. 223 pp. 1965. H. W. Wilson. $5.00.

DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX. By Melvil Dewey. The basic tool for assigning Dewey Decimal classification numbers to library materials; includes 17,122 entries in the General Tables. 17th edition. volume I, 1254 pp.; volume II, 899 pp. 1965. Forest Press. (Distributed by H. W. Wilson). $30.00.

DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX. By Melvil Dewey. An abridged edition listing 2528 numbers in its tables and over 21,000 entries in the index. 594 pp. 9th abridged edition. Forest Press. (Distributed by H. W. Wilson). 1965. $10.00.

ELEMENTARY SCHOOL LIBRARIES. By Jean E. Lowrie. A practical guide to how to integrate school library materials and guidance with the educational program. 235 pp. 1961. Scarecrow Press. $4.75.

GUIDES TO NEWER EDUCATIONAL MEDIA: FILMS, FILMSTRIPS, KINESCOPES, PHONODISCS, PHONOTAPES, PROGRAMMED INSTRUCTION MATERIALS, SLIDES, TRANSPARENCIES, VIDEOTAPES. By Margaret I. Rufsvold and Carolyn Guss. An annotated comprehensive guide describing catalogs, lists, services of professional organizations, and specialized periodicals systematically providing information on newer educational media. 70 pp. 2nd edition. 1967. American Library Association. $1.50.

THE LIBRARY IN HIGH SCHOOL TEACHING. By Martin Rossoff. A basic handbook providing guidance to teachers and librarians in how to integrate the services of the school library with the classroom teaching program. 166 pp. 2nd edition. 1961. H. W. Wilson. $3.00.

THE PRIMARY SCHOOL LIBRARY AND ITS SERVICES. By Mary P. Douglas. A handbook presenting the elements basic to a functional program of elementary library service. 103 pp. 1963. UNESCO. $1.50.

SEARS LIST OF SUBJECT HEADINGS. Edited by Barbara M. Wiseby. A basic handbook designed to teach the librarian how to maintain consistency, incorporate new terminology, find the most specific heading, and note cross references. 641 pp. 1965. H. W. Wilson. $8.00.

THE SCHOOL LIBRARY AT WORK. By Azile Wofford. A comprehensive, practical guide to purchasing, selecting, processing, circulating, and programming materials. 256 pp. 1959. H. W. Wilson. $3.50.

STANDARDS FOR SCHOOL LIBRARY PROGRAMS. By the American Association of School Librarians. The basic handbook and guide to the qualitative and quantitative standards for school library service. 152 pp. 1960. American Library Association. $2.50.

THE TEACHER-LIBRARIAN'S HANDBOOK. By Mary P. Douglas. A detailed "how-to-do-it" manual designed to give professional guidance to the neophite school librarian. 176 pp. 2nd edition. 1949. American Library Association. $2.75.

USING YOUR HIGH SCHOOL LIBRARY. By Martin Rossoff. A basic guide designed to orient the librarian and classroom teachers to the laboratory-workshop function of the school library. 111 pp. 2nd edition. 1964. H. W. Wilson. Paper, $1.00.

PUBLISHERS OF

BOOK SELECTION GUIDES AND PROFESSIONAL TOOLS

American Association for the Advancement of Science
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005

American Library Association
50 E. Huron Street
Chicago, Illinois 60611

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Books on Exhibit
Mount Kisco
New York, New York 10549

Boston University
School of Education
332 Bay State Road
Boston, Massachusetts 02215

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

Bro-Dart Foundation
113 Frelinghuysen Avenue
Newark, New Jersey 07114

Bureau of Independent Publishers and Distributors
10 East 40th Street
New York, New York 10016

Catholic Library Association
461 West Lancaster Avenue
Haverford, Pennsylvania 19041

Child Study Association of America
9 East 89th Street
New York, New York 10028

Cleveland Public Library
Children's Department
325 Superior Avenue
Cleveland, Ohio 44114

The Combined Paperback Exhibit in Schools
Scarborough Park
Albany Post Road
Briarcliff Manor, New York 10510

Enoch Pratt Free Library
400 Cathedral Street
Baltimore, Maryland 21201

Harper & Row
49 East 33rd Street
New York, New York 10016

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017

The Horn Book, Inc.
585 Boylston Street
Boston, Massachusetts 02116

Indiana University Press
10th and Morton Streets
Bloomington, Indiana 07401

International Reading Association
Box 695
Newark, Delaware 19711

Lothrop, Lee & Shepard Company, Inc.
419 Park Avenue, South
New York, New York 10016

McKinley Publishing Company
112 South New Broadway
Brooklawn, New Jersey 08030

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Ohio 43216

National Association of Independent Schools
4 Liberty Square
Boston, Massachusetts 02109

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61822

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

New York Public Library
Library Sales Office
5th Avenue and 42nd Street
New York, New York 10018

Scarecrow Press
52 Liberty Street
Box 656
Metuchen, New Jersey 08840

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637

Western Reserve University Press
2029 Adelbert Road
Cleveland, Ohio 44106

H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

INTRODUCING BOOKS ON EXHIBIT*

BOOKS ON EXHIBIT is a national book exhibiting service now in its seventeenth year. It makes available to school systems collections of the outstanding new library books of the year every year. With the books selected industry-wide from the output of 50 to 60 leading juvenile and trade publishers, the exhibits are both representative and complete. Organized by curriculum areas and covered by annotated, curriculum-related, and fully indexed catalogues, the exhibits make it possible to do a definitive job of book selection with a minimum expenditure of time and effort. School systems around the country rate BOOKS ON EXHIBIT's service as the indispensable book-selection resource. The exhibits are supplied without charge or obligation. They are currently available in all 50 states.

To provide the total service schools and their personnel require, BOOKS ON EXHIBIT organizes two exhibits a year in the three main grade ranges of Elementary (K-6), Junior High (7-9), and High School (10-12). There is an early books of the year collection (Section 1) and a late books of the year collection (Section 2) in each of the three main grade ranges. Together they provide a complete exhibit of the year's book production that should have your attention. Each grade range--Junior High (7-9), High School (10-12), and Elementary (K-6)--has its own separate catalogue which makes it possible of course to provide exhibits in various combinations, as, for example, K-9 and 10-12 or 7-12 and K-6.

BOOKS ON EXHIBIT operates generally under the sponsorship of state and county education departments or libraries. It neither accepts nor fills orders.

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* BOOKS ON EXHIBIT, Mount Kisko, New York, New York 10549.

INTRODUCING THE COMBINED PAPERBACK EXHIBIT IN SCHOOLS*

Many teachers, librarians, and supervisors in junior and senior high schools often do not have sufficient opportunity to examine the growing volume of new paperback books appropriate for classroom or library purposes. Aware of the need for information on the availability of these books. The Combined Paperback Exhibit in Schools presents this collection of about 1,000 selected paperbacks from 78 publishers.

The Exhibit, consisting of books, display racks, catalogs and promotion materials, is sent on loan to schools, libraries and teacher-training institutions. After the display period, the school may purchase or sell the books at a special discount. The only charge is for return transportation costs of any books not purchased or sold. In addition to this JUNIOR-SENIOR HIGH SCHOOL EXHIBIT, we also have an ELEMENTARY EXHIBIT for grades K-8 with about 400 titles, and a COLLEGE EXHIBIT with about 1500 titles.

The Combined Book Exhibit has for about 34 years provided an exhibit service for hardcover books-and in recent years, paperbacks, too--at national, regional, and state conferences of education and library associations. You may have examined the books at some of the Combined Book Exhibits at meetings ranging from the American Library Association to the National Council of Teachers of English. There are exhibits at more than 80 conferences annually.

The paperbacks in this exhibit cover a wide range of subject matter and provide a variety of reading material for junior and senior high school students--and for teachers, too. These books may be considered for classroom texts or for supplementary reading; for required, recommended, or independent study; for library reserve or supplemental collection; for classroom libraries and learning units; for school paperback bookstores and school or classroom book clubs; for students' personal home libraries and for summer, enrichment and "college-bound" reading. Some of the books in this exhibit are intended for the teacher's own professional reading.

You are invited to examine the books in this exhibit at your leisure and to mark your catalog with your own selections or recommendations for future ordering. You may also wish to write to the publishers for examination or desk copies, for additional information about specific titles, or for their complete catalog of paperbacks for schools.

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* Combined Paperback Exhibit in schools. Scarborough Park, Albany Post Road. Briarcliff Manor, New York 10510.

APPENDIX: H

PERIODICALS WHICH REVIEW AUDIO-VISUAL MEDIA - A SELECTED LIST

AUDIOVISUAL INSTRUCTION
Department of Audiovisual Instruction
National Education Association
1201 16th Street, N.W.
Washington, District of Columbia 20036 10 issues $6.00

BOOKLIST
American Library Association
50 E. Huron Street
Chicago, Illinois 60611 22 issues $8.00

BUSINESS EDUCATION WORLD
330 West 42nd Street
New York, New York 10036 10 issues $4.50

THE CATHOLIC SCHOOL JOURNAL
The Bruce Publishing Company
400 North Broadway
Milwaukee, Wisconsin 53201 10 issues $8.75

CURRENT HISTORY: A MONTHLY MAGAZINE OF WORLD AFFAIRS
Current History, Incorporated
1822 Ludlow Street
Philadelphia, Pennsylvania 19103 12 issues $8.50

EDUCATION AGE
Educational Services, Visual Products Department
3M Company
2501 Hudson Road
St. Paul, Minnesota 55119 5 issues $1.75

EDUCATION DIGEST
Prakken Publications, Incorporated
416 Longshore Drive
Ann Arbor, Michigan

EDUCATIONAL SCREEN AND AUDIO-VISUAL GUIDE
434 South Wabash Avenue
Chicago, Illinois 60605 12 issues $4.00

EDUCATIONAL TECHNOLOGY
Education News Service
P.O. Box 508
Saddle Brook, New Jersey 07663 24 issues $10.00

8: NEWSLETTER OF 8MM FILM IN EDUCATION
Project in Educational Communication
Horace Mann-Lincoln Institute of School Experimentation
Teachers College, Columbia University
New York, New York 10027 5 copies $1.55

ELEMENTARY ENGLISH
National Council of Teachers of English
508 South 6th Street
Champaign, Illinois 8 issues $4.50

ELEMENTARY SCHOOL JOURNAL
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637 8 issues $4.50

ENGLISH JOURNAL
National Council of Teachers of English
508 South 6th Street
Champaign, Illinois 8 issues $7.00

FILMLIST: A MONTHLY DIRECTORY OF NEW FILMS
Educational Film Library Association
250 West 57th Street
New York, New York 10019 apply 12 issues

FILM NEWS: THE NEWSMAGAZINE OF FILM, FILMSTRIPS, RECORDS, AND EDUCATIONAL TELEVISION
Film News Company
250 West 57th Street - Suite 2201
New York, New York 10019 24 issues $5.00

FILM WORLD AND A.V. WORLD NEWS MAGAZINE
Sidale Publishing Company
672 South Lafayette Park Place
Los Angeles, California 90057 12 issues $4.00

FOCUS
American Geographical Society
Broadway at 156th Street
New York, New York 10032 10 issues $2.00

GRADE TEACHER
Teachers Publishing Corporation
23 Leroy Avenue
Darien, Connecticut 06820 10 issues $6.00

INSTRUCTOR
F. A. Owen Publishing Company
Instructor Park
Dansville, New York 10 issues $7.00

JOURNAL OF GEOGRAPHY
National Council for Geographic Education
7400 Augusta Street
River Forest, Illinois 60305 apply 9 issues

LIBRARY JOURNAL
1180 Avenue of the Americas
New York, New York 10036 22 issues $10.00

MEDIA AND METHODS, EDUCATORS GUIDE TO
Media and Methods Institute
134 North 13th Street
Philadelphia, Pennsylvania 19107 9 issues $5.00

MODERN LANGUAGE JOURNAL
National Federation of Modern Language Teachers Associations
13149 Cannes Drive
St. Louis, Missouri 63141 8 issues $4.00

MUSIC EDUCATORS JOURNAL
Music Educators National Conference
1201 16th Street, N.W.
Washington, District of Columbia 20036 9 issues $5.00

NATIONAL EDUCATION ASSOCIATION JOURNAL
National Education Association
1201 16th Street, N.W.
Washington, District of Columbia 20036 apply 9 issues

NATION'S SCHOOLS: THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION
McGraw-Hill Publishing Company
1050 Merchandise Mart
Chicago, Illinois 60654 12 issues $10.00

PICTURES AND PRINTS
Fine Art Trade Guild
155 West 15th Street
New York, New York 10011 4 issues $3.00

SCHOLASTIC TEACHER
Scholastic Magazine, Incorporated
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632 44 issues $5.00

SCHOOL ARTS: THE MAGAZINE FOR ART EDUCATORS
Davis Publications, Incorporated
50 Portland Street
Worcester, Massachusetts 01608 10 issues $7.00

SCHOOL MANAGEMENT: PRACTICAL SOLUTIONS TO SCHOOL MANAGEMENT PROBLEMS
22 West Putnam Avenue
Greenwich, Connecticut 06830 12 issues $8.00

SCHOOL PRODUCT NEWS: THE MAGAZINE SERVING ADMINISTRATORS...
P.O. Box 5746-U
Cleveland, Ohio 44101 apply 11 issues

SCHOOL SCIENCE AND MATHEMATICS
Central Association of Science and Mathematics Teachers, Incorporated
Curtis Reed Plaza
Menasha, Wisconsin 9 issues $7.00

SCIENCE AND CHILDREN
National Science Teachers Association
1201 16th Street, N.W.
Washington, District of Columbia 20036 52 issues $6.50

SCIENCE TEACHER
National Science Teachers Association
1201 16th Street, N.W.
Washington, District of Columbia 20036 11 months $10.00

SIGHTLINES
Educational Film Library Association, Incorporated
250 West 57th Street
New York, New York 10019 6 issues $8.00

SOCIAL EDUCATION
National Council for the Social Studies
1201 16th Street, N.W.
Washington, District of Columbia 20036 8 issues $5.00

THE SOCIAL STUDIES
McKinley Publishing Company
112 South New Broadway
Brooklawn, New Jersey 08030 7 issues $5.00

WILSON LIBRARY BULLETIN
H. W. Wilson Company
950 University Avenue
Bronx, New York 10452 10 issues $5.00

SOURCES OF AUDIO-VISUAL MEDIA - A SELECTED LIST

SOURCES OF ART PRINTS

Harry N. Abrams
6 West 57th Street
New York, New York 10019

Bro-Dart Industries
56 Earl Street
Newark, New Jersey 07114

Gaylord Brothers, Inc.
155 Gifford Street
Syracuse, New York 13201

Lam-A-Print, Inc.
Box 274
Edinboro, Pennsylvania 16412

Metropolitan Museum of Art
Fifth Avenue and 82nd Street
New York, New York 10028

Museum of Fine Arts
469 Huntington Avenue
Boston, Massachusetts 02107

Museum of Modern Art
11 West 53rd Street
New York, New York 10019

National Gallery of Art
Constitution Avenue, N.W.
Washington, D.C. 20565

New York Graphic Society LTD.
140 Greenwich Avenue
Greenwich, Connecticut 06830

F. A. Owen Publications
Danville, New York 14437

Schwind and Son
P.O. Box 457
Elyria, Ohio 44035

SOURCES OF DISC RECORDINGS

American Book Company
55 Fifth Avenue
New York, New York 10016

American Columbia Company
799 Seventh Avenue
New York, New York

American Library Association
50 East Huron Street
Chicago, Illinois 60611

American Printing House for
the Blind
Instructional Materials Center
P.O. Box 6085
Louisville, Kentucky 40206

American Recording Productions
834 North Seventh Avenue
Phoenix, Arizona

Ardelle Manning Productions
P.O. Box 125
Palo Alto, California 94302

Audio Education, Inc.
55 Fifth Avenue
New York, New York 10003

Bowmar Records
10515 Burbank Boulevard
North Hollywood, California 91601

Caedman Sales Corporation
461 Eighth Avenue
New York, New York 10001

Capitol Records (Angel Records)
1750 North Vine Street
Hollywood, California 90028

Center for Mass Communication
1125 Amsterdam Avenue
New York, New York 10025

Chesterfield Music Shops, Inc.
12 Warren Street
New York, New York 10007

Children's Book Council
175 Fifth Avenue
New York, New York 10010

Children's Music Center
5373 West Pico Boulevard
Los Angeles, California 90019

Children's Record Guild
100 Sixth Avenue
New York, New York

Columbia Record Sales Company
Educational Department
799 Seventh Avenue
New York, New York 10019

Decca Records, Inc.
445 Park Avenue
New York, New York 10022

Disneyland Records
545 Cedar Lane
Teaneck, New Jersey 07666

Droll Yankees
Box 2447
Providence, Rhode Island 02906

Education Audio-Visual, Inc.
29 Marble Avenue
Pleasantville, New York 10570

SOURCES OF DISC RECORDINGS (continued)

Educational Film Library
250 West 57th Street
New York, New York 10019

Educational Record Sales
157 Chamber Street
New York, New York 10007

Educational Recording Services
6430 Sherbourne Drive
Los Angeles, California 90056

Educational Services
47 Galen Street
Watertown, Ma. 02100

E.M.C. Recordings Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Enrichment Teaching Materials
246 Fifth Avenue
New York, New York 10001

Estamae's Rhythm Records
P.O. Box 1507
Pueblo, Colorado 81002

Folkways/Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Franco-American A-V Distribution Ct.
972 Fifth Avenue
New York, New York 10021

Ginn & Company
125 Second Avenue
Waltham, Massachusetts 02154

Golden Records
250 West 57th Street
New York, New York 10019

Sam Goody, Inc.
235 West 49th Street
New York, New York 10019

Harcourt, Brace and World, Inc.
Box 5
Pleasantville, New York 10570

International Communications
Foundation
870 Monterey Pass Road
Monterey Park, California 91754

Jam Handy Organization
2821 East Grand Boulevard
Detroit, Michigan 48211

Kaydon Records
12240 Ventura Boulevard
Studio City, California 91604

Keats Record Company
127 Bedford Street
Stamford, Connecticut 06902

Kimbo Educational Records
P.O. Box 55
Deal, New Jersey 07723

Library of Congress
Information & Publications Office
Washington, D.C. 20025

Linguaphone Institute
30 Rockefeller Plaza
New York, New York 10020

SOURCES OF DISC RECORDINGS (continued)

Mercury Record Corporation
35 East Wacker Drive
Chicago, Illinois 60601

MGM Records
1350 Ave. of the Americas
New York, New York 10019

National Council of Teachers
of English
508 Sixth Street
Champaign, Illinois 61820

Playhouse Records
Box 36061
Los Angeles, California 90036

Poetry Records
475 Fifth Avenue
New York, New York 10017

RCA Victor Division
155 East 24th Street
New York, New York 10010

The Record Hunter
Institutional Department
507 Fifth Avenue
New York, New York 10017

Rhythm Time Records
P.O. Box 1106
Santa Barbara, California 93102

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Spanish Music Center
127 West 48th Street
New York, New York 10036

Spoken Arts
59 Locust Avenue
New Rochelle, New York 10801

Stanley Bowmar Company
12 Cleveland Street
Valhalla, New York 10595

Summy-Birchard Company
1834 Ridge Avenue
Evanston, Illinois 60204

Valiant Instructional Materials
Corporation
172 Walker Lane
Englewood, New Jersey 07632

Walt Disney Productions
Educational Film Division
350 S. Buena Vista Avenue
Burbank, California 91503

Westminster Press
Witherspoon Building
Philadelphia, Pennsylvania 19107

Weston Woods
Weston, Connecticut 06880

Word Records
Box 1790
Waco, Texas 76703

SOURCES OF FILMSTRIPS

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Anti-Defamation League of B'nai Brith
315 Lexington Avenue
New York, New York 10016

Audio-Visual Aids Company
712 Romayne Avenue
Racine, Wisconsin 53402

Audio-Visual Enterprises
911 Laguna Road
Pasadena, California 90028

Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, California 90028

Basic Skills Films
1355 Inverness Drive
Pasadena, California 91103

Benefic Press
1900 N. Narragansett Street
Chicago, Illinois 60639

Books That Talk Programs
1001 Avalon Avenue
Santa Ana, California 92706

Stanley Bowmar Company
12 Cleveland Street
Valhalla, New York 10595

Herbert E. Budek Company
P.O. Box 307
Santa Barbara, California 93102

Children's Press
Jackson & Racine Streets
Chicago, Illinois 60607

Current Affairs Films
527 Madison Avenue
New York, New York 10022

Creative Arts Studios, Inc.
814 H Street, N.W.
Washington, D.C. 20001

Curriculum Materials Corp.
1319 Vine Street
Philadelphia, Pennsylvania 19107

Encyclopedia Britannica Corp.
1150 Wilmette Avenue
Wilmette, Illinois 60091

Educational Audio-Visual, Inc.
29 Marble Avenue
Pleasantville, New York 10570

Educational Filmstrips, Inc.
Box 289
Huntsville, Texas 77340

Enrichment Teaching Materials, Inc.
246 5th Avenue
New York, New York 10001

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

SOURCES OF FILMSTRIPS (continued)

Filmfax Productions
Bedford Hills, New York 10057

Filmscope, Inc.
P.O. Box 397
Sierra Madre, California 91024

Filmstrip House
432 Park Avenue South
New York, New York 10016

John W. Gunter, Inc.
1027 South Claremont Street
San Mateo, California 94402

Haeseler Pictures
1737 N. Whitley Avenue
Hollywood, California 90028

Heritage Filmstrips
89-11 63rd Drive
Rego Park, New York 11374

International Communications Foundation
870 Monterey Pass Road
Monterey, California 91754

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Jam Handy Organization
2821 E. Grand Boulevard
Detroit, Michigan 48211

Learning Arts
P.O. Box 917
Wichita, Kansas 67201

Library Filmstrip Center
140 North Old Manor
Wichita, Kansas 67208

Life Magazine Filmstrip
9 Rockefeller Plaza
New York, New York 10020

McGraw-Hill Book Co., Text-Film Dept.
330 West 42nd Street
New York, New York 10036

Moody Institute of Science
12000 E. Washington Boulevard
Whittier, California 90606

Museum Extension Service
80 West 40th Street
New York, New York 10018

National Audubon Society
1130 Fifth Avenue
New York, New York 10028

National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611

New York Times, Sch. Service Dept.
229 West 43rd Street
New York, New York 10036

Popular Science Pub. Co.
239 W. Fairview Boulevard
Inglewood, California 90302

Warren Schloat
P.O. Box 295
Pleasantville, New York 10570

SOURCES OF FILMSTRIPS (continued)

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

United Nations
Films & Visual Division
42nd Street & 1st Avenue
Room 1054
New York, New York 10017

Universal Education & Visual Arts
221 Park Avenue South
New York, New York 10003

Visual Aids Service
P.O. Box 2979 - State College
West Chester, Pennsylvania 19380

Weston Woods Studios
Weston, Connecticut 06880

SOURCES OF MODELS AND REALIA

Austin Productions, Inc.
1637 62nd Street
Brooklyn, New York 11204

Cambosco Scientific Co., Inc.
Boston, Massachusetts 02135

Central Scientific Company
2600 South Kostner Avenue
Chicago, Illinois 60623

Creative Playthings, Inc.
P.O. Box 11
Princeton, New Jersey 08540

Denoyer-Geppert Company
5235 N. Ravenswood Avenue
Chicago, Illinois 60640

Eaton Scientific Corporation
119 South Rosemeade Boulevard
Pasadena, California 91107

Edmund Scientific Company
101 East Glouster Pike
Barrington, New Jersey 08007

General Biological Supply House, Inc.
8200 South Hoyne Avenue
Chicago, Illinois 60620

Hubbard Scientific Company
P.O. Box 105
Northbrook, Illinois 60062

International Communications Foundation
870 Monterey Pass Road
Monterey Park, California 91754

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

STAS Instructional Materials, Inc.
2100 Fifth Street
Berkeley, California 07060

A.J. Nystrom and Company
3333 Elston Avenue
Chicago, Illinois 60618

Science Kits, Inc.
Box 69
Tonawanda, New York 14152

Universal Scientific Company
1312 South 13th Street
Vincennes, Indiana 47591

Ward's National Science Establishment, Inc.
P.O. Box 1749
Monterey, California 93942

Welch Scientific Company
7300 North Linder Avenue
Skokie, Illinois 60076

SOURCES OF SLIDES

American Museum of Natural History
Central Park West at 79th Street
New York, New York 10024

Beaux Arts Slides
830 North Boulevard
Great Neck, New York 11021

Herbert E. Budek Co., Inc.
P.O. Box 307
Santa Barbara, California 93102

Colonial Williamsburg
Film Distribution Section
Box C
Williamsburg, Virginia 23185

Corcoran Gallery of Art
17th Street at New York Ave., N.W.
Washington, D.C. 20006

Freer Gallery of Art
Jefferson Drive at 12th St., S.W.
Washington, D.C. 20025

Metropolitan Museum of Art
Fifth Avenue & 82nd Street
New York, New York 10028

Museum of Modern Art
11 West 53rd Street
New York, New York 10019

National Audubon Society
1130 Fifth Avenue
New York, New York 10028

National Gallery of Art
Constitution Avenue at 6th St.
Washington, D.C. 20025

Philadelphia Museum of Art
Parkway at 26th Street
Philadelphia, Pennsylvania 19130

Sandak, Inc.
4 East 48th Street
New York, New York 10017

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Universal Color Slide Company
136 West 32nd Street
New York, New York 10001

Ward's Natural Science Est., Inc.
P.O. Box 1749
Monterey Park, California 93942

World-in-Color Productions
108 West Church Street
Elmira, New York 14901

SOURCES OF STUDY PRINTS

American Heritage Pub. Company
551 Fifth Avenue
New York, New York 10017

E.H. Anderson, Inc.
P.O. Box 12
Lake Forest, Illinois 60045

Audio-Visual Enterprises
911 Laguna Road
Pasadena, California 90128

Bro-Dart Company
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Denoyer-Geppert Company
5235 N. Ravenswood Avenue
Chicago, Illinois 60640

Documentary Photo Aids
Box 2237
Phoenix, Arizona 85002

Educational Audio-Visual, Inc.
29 Marble Avenue
Pleasantville, New York 10570

Educational Productions LTD.
East Ardsley
Wakefield
Yorkshire, England

Encyclopedia Britannica Educ. Corp.
1150 Wilmette Avenue
Wilmette, Illinois 60091

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Gaylord Brothers, Inc.
155 Gifford Street
Syracuse, New York 13201

John W. Gunter, Inc.
1027 South Claremont Street
San Mateo, California 94402

Harper and Row
2500 Crawford Avenue
Evanston, Illinois 60201

Hi Worth Pictures
P.O. Box 6
Altadena, California 91001

Informative Classroom Pictures, Inc.
The Fideler Company
31 Ottawa Avenue
Grand Rapids, Michigan 49502

Instructional Aids, Inc.
Box 293
Owatonna, Minnesota 55060

International Communications
Foundation
870 Monterey Pass Road
Monterey Park, California 91754

Lam-A-Print
Box 274
Edinboro, Pennsylvania 16412

New York Graphic Society LTD.
Education Department
140 Greenwich Avenue
Greenwich, Connecticut 06830

A.J. Nystrom Company
3333 Elston Avenue
Chicago, Illinois 60618

SOURCES OF STUDY PRINTS (continued)

Realistic Visual Aids
P.O. Box 11
Highland, California 92346

Reinhold Book Corporation
430 Park Avenue
New York, New York 10022

Schwind & Son
P.O. Box 457
Elyria, Ohio 44035

Shorewood Reproductions, Inc.
724 Fifth Avenue
New York, New York 10019

Silver Burdett Company
Morristown, New Jersey 07960

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinoia 60614

United Nations
Films and Visual Division
42nd Street & 1st Avenue
Room 1054
New York, New York 10017

Yorke Studio
62 Kramer Street
Hicksville, New York 11801

SOURCES OF TAPE RECORDINGS

American Broadcasting Company
1330 Ave. of the Americas
New York, New York 10019

American Foundation for the
Blind, Inc.
15 West 16th Street
New York, New York 10011

Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

Audio-Visual Library
Pennsylvania State University
University Park, Pennsylvania 16802

Columbia Broadcasting System
485 Madison Avenue
New York, New York 10022

E.M.C. Recordings Corporation
180 East 6th Street
St. Paul, Minnesota 55101

The Film Center
University of Washington
Seattle, Washington 98105

Folkways/Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Imperial Instructional Learning
247 West Court Street
Kankakee, Illinois 60901

Linguaphone Institute
30 Rockefeller Plaza
New York, New York 10020

National Broadcasting Co.
RCA Building
30 Rockefeller Plaza, Rm. 914
New York, New York 10020

National Tape Repository
Bureau of Audio-Visual Instruction
Stadium Building, Room 348
University of Colorado
Boulder, Colorado

Pennsylvania Dept. of Public
Instruction
Bureau of Instructional Materials
and Services
Harrisburg, Pennsylvania 17100

RCA Victor Tape Division
155 East 24th Street
New York, New York 10010

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Sound Seminars
McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Spoken Arts
59 Locust Avenue
New Rochelle, New York 10801

3M Company
2501 Hudson Road
St. Paul, Minnesota 55119

World Tapes for Education
Box 9211
Dallas, Texas 75215

SOURCES OF TRANSPARENCIES FOR OVERHEAD PROJECTION

Admaster Prints, Inc.
425 Park Avenue South
New York, New York 10016

Aero Service Corporation
210 East Courtland Street
Philadelphia, Pennsylvania 19120

Robert J. Brady Company
3227 M Street, N.W.
Washington, D.C. 20007

D.C.A. Educational Products, Inc.
4865 Stenton Avenue
Philadelphia, Pennsylvania 19144

Encyclopedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois 60091

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Ginn Library Services
Educational Agent for R.C.A.
125 Second Avenue
Waltham, Massachusetts 02154

Instructo Products Company
1635 North 55th Street
Philadelphia, Pennsylvania 19131

John Colburn Associates
1215 Washington Avenue
Wilmette, Illinois 60191

Keuffel and Esser Company
303 Adams Street
Hoboken, New Jersey 07030

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Ozalid Division
General Aniline & Film Corporation
140 West 51st Street
New York, New York 10020

Silver Burdett Company
Park Avenue & Columbia Road
Morristown, New Jersey 60614

Teachers Publishing Corporation
23 Leroy Avenue
Darien, Connecticut 06820

Tecnifax Corporation
195 Appleton Street
Holyoke, Massachusetts 01040

3M Company
2501 Hudson Road
St. Paul, Minnesota 55119

Toslen Transparencies
55 Central Avenue
Farmingdale
Long Island, New York 11735

Tweedy Transparencies
208 Hollywood Boulevard
East Orange, New Jersey 07018

Western Publishing Company, Inc.
1220 Mound Avenue
Racine, Wisconsin 53404

APPENDIX: I

Q. ——

HOW TO START AN ELEMENTARY SCHOOL LIBRARY?

—— A. →

EVERY ELEMENTARY SCHOOL NEEDS A LIBRARY

- **TO SUPPORT** creative teaching and dynamic learning programs, beginning in the kindergarten

- **TO SERVE** as a coordinating agency by making available a wide variety of printed and audio-visual materials for library and classroom use

- **TO PROVIDE** a laboratory for reference work in which library and study skills are practiced

- **TO PROVIDE** for each individual child a rich environment in which to explore and develop personal interests

MUSTS OF A GOOD ELEMENTARY LIBRARY PROGRAM

1 **QUALIFIED LIBRARIANS with knowledge of child development, the processes of teaching and learning, and materials to assist in curriculum planning.**

- To provide leadership in the selection, evaluation, and use of materials according to curriculum needs
- To organize materials for maximum and flexible use
- To give individual reading guidance to the child on the level of his interests, needs, and abilities
- To motivate activities which stimulate reading interests

2 **A basic collection of materials**

- To meet individual differences and provide enrichment in all curriculum areas
- To provide for the development of reading skills, lifelong reading habits and an appreciation of good literature
- To furnish professional materials for the faculty

3 **An annual budget allotment**

- To keep the collection up-to-date
- To meet changing curriculum needs
- To maintain an adequate supply of materials for every pupil

4 **Suitable library quarters**

- For easy access from all parts of the school
- For accommodation of an entire class at one time, pupils working in small groups, and individuals working independently
- For adequate shelving and housing of materials
- For preparation of materials and storage of equipment
- For flexible expansion arising from space needs of new curriculum

FIRST STEPS

SECURE information about elementary school libraries (see bibliography).

ENLIST the aid of your state school library supervisor and other professional school librarians in the area.

DISCUSS the role of a centralized library with administrative, faculty and parent groups.

SELECT a representative committee to study and develop a plan of action.

PLAN visits to good elementary school libraries.

BE SURE that a librarian is employed as early in the planning as possible.

If a librarian is not available, choose from the faculty a person with the following qualifications:
- Successful elementary school teaching experience
- Ability to work well with children and teachers
- Keen interest in and knowledge of materials and curriculum
- Willingness to complete professional library education

PLAN for library quarters that will be accessible, efficient and attractive.

INSURE a budget sufficient to support a good library program.

In a school district of more than four schools consideration should be given to the appointment of a district library consultant who will coordinate the development of library programs.

WHY AN ELEMENTARY SCHOOL LIBRARY?

"An elementary school needs a library available to pupils individually, in groups, and in classes. It needs also a carefully chosen and catalogued supply of audio-visual and other instructional materials for classroom use. The library should be a place of discovery for the pupil where he learns to exercise his own judgment in the selection and use of a wide variety of reading materials, develops the habit of independent study, and broadens his own cultural horizons. It is an essential in a modern elementary school."

"There should also be a full-time and professionally trained librarian in charge of the elementary-school library. When such a person is not available, services to children and to the staff are diminished. Inexperienced or part-time personnel cannot adequately help children to locate appropriate materials. A collection of teaching material tends to deteriorate if it is not tended. A library without a librarian soon ceases to be a library."

Educational Policies Commission. **Contemporary Issues in Elementary Education.** *Washington, D.C., 1960, pp. 20,22.*

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

APPENDIX: J

THE FREEDOM TO READ*

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books for authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume they they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

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* A statement prepared by the Westchester Conference of the American Library Association and the American Book. Publishers Council. May 2 and 3, 1953.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

WE THEREFORE AFFIRM THESE PROPOSITIONS:

1. IT IS IN THE PUBLIC INTEREST FOR PUBLISHERS AND LIBRARIANS TO MAKE AVAILABLE THE WIDEST DIVERSITY OF VIEWS AND EXPRESSIONS, INCLUDING THOSE WHICH ARE UNORTHODOX OR UNPOPULAR WITH THE MAJORITY.

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. PUBLISHERS AND LIBRARIANS DO NOT NEED TO ENDORSE EVERY IDEA OR PRESENTATION CONTAINED IN THE BOOKS THEY MAKE AVAILABLE. IT WOULD CONFLICT WITH THE PUBLIC INTEREST FOR THEM TO ESTABLISH THEIR OWN POLITICAL, MORAL OR AESTHETIC VIEWS AS THE SOLE STANDARD FOR DETERMINING WHAT BOOKS SHOULD BE PUBLISHED OR CIRCULATED.

   Publishers and librarians serve the educational process by helping to make available knowledge and the ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. IT IS CONTRARY TO THE PUBLIC INTEREST FOR PUBLISHERS OR LIBRARIANS TO DETERMINE THE ACCEPTABILITY OF A BOOK SOLELY ON THE BASIS OF THE PERSONAL HISTORY OR POLITICAL AFFILIATIONS OF THE AUTHOR.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. THE PRESENT LAWS DEALING WITH OBSCENITY SHOULD BE VIGOROUSLY ENFORCED. BEYOND THAT, THERE IS NO PLACE IN OUR SOCIETY FOR EXTRA-LEGAL EFFORTS TO COERCE THE TASTE OF OTHERS, TO CONFINE ADULTS TO THE READING MATTER DEEMED SUITABLE FOR ADOLESCENTS, OR TO INHIBIT THE EFFORTS OR WRITERS TO ACHIEVE ARTISTIC EXPRESSION.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due processs of law.

5. IT IS NOT IN THE PUBLIC INTEREST TO FORCE A READER TO ACCEPT WITH ANY BOOK THE PREJUDGMENT OF A LABEL CHARACTERIZING THE BOOK OR AUTHOR AS SUBVERSIVE OR DANGEROUS.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. IT IS THE RESPONSIBILITY OF PUBLISHERS AND LIBRARIANS, AS GUARDIANS OF THE PEOPLE'S FREEDOM TO READ, TO CONTEST ENCROACHMENTS UPON THAT FREEDOM BY INDIVIDUALS OR GROUPS SEEKING TO IMPROVE THEIR OWN STANDARDS OR TASTES UPON THE COMMUNITY AT LARGE.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of policitics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. IT IS THE RESPONSIBILITY OF PUBLISHERS AND LIBRARIANS TO GIVE FULL MEANING TO THE FREEDOM TO READY BY PROVIDING BOOKS THAT ENRICH THE QUALITY OF THOUGHT AND EXPRESSION. BY THE EXERCISE OF THIS AFFIRMATIVE RESPONSIBILITY, BOOKMEN CAN DEMONSTRATE THAT THE ANSWER TO A BAD BOOK IS A GOOD ONE, THE ANSWER TO A BAD IDEA IS A GOOD ONE.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that had been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

* * *

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not stake these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

ENDORSED BY: American Library Association Council, June 25, 1953. American Book Publishers Council, Board of Directors, June 18, 1953.

APPENDIX: K

THE ELEMENTARY AND SECONDARY EDUCATION ACT

INTRODUCTION

The Elementary and Secondary Education Act of 1965, Public Law 89-10, is designed to strengthen and improve educational quality and education opportunities in the nation's elementary and secondary schools. Title II of the Act recognizes that teaching programs have become increasingly dependent upon effective school library resources and services, up-to-date textbooks, and other instructional materials. The presence of Title II in this Act is based upon considerable evidence that the school libraries of the nation are widely in need of improvement, and that library resources, textbooks, and other instructional materials of high quality and appropriateness are needed in greater abundance.

Title II of the Act provided that school library resources, textbooks, and other printed and published instructional materials should be made readily available on an equitable basis for the use of the children and teachers in all schools, public and private, which provide elementary and secondary education as determined under State law, but not beyond grade 12. Since Title II is designed to benefit children and not schools, its benefits extend to children attending proprietary as well as non-profit schools. Funds made available must be used to supplement and in no case may they be used to supplant such funds.

Title II authorizes the Commonwealth of Pennsylvania to make loans of instructional materials to public and qualifying non-public educational agencies for a five-year period beginning July, 1965.

The Act requires that each state draft an approved plan for implementation of Title II. Basic guidelines for the administration of the Title II in all states have been established by the Office of Education of the U.S. Department of Health, Education and Welfare. The Pennsylvania State Plan takes into consideration not only the Federal and State laws, but also the developmental status of Pennsylvania school libraries, the current holdings of and provisions for instructional materials, and the educational needs of the elementary and secondary school children of the Commonwealth.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

GENERAL PLAN FOR ADMINISTRATION

1. The Department of Public Instruction is authorized to administer the program directly to public school districts and to children and teachers in private school districts or individual private schools

2. The Department of Public Instruction, in consultation with the Policy Advisory Committee (a) conducts annual surveys and evaluations of educational agencies which have previously participated in the program; (b) distributes, receives, and evaluates project application forms from all school districts; (c) fixes the monetary value of the allocation shares of the acquisition funds for educational agencies, public and non-public; (d) receives requests from public and non-public educational agencies for loans of specific items, places purchase orders for these items with appropriate publishers, producers, jobbers and technical processing firms; (e) offers consultative services to local educational agencies with regard to library establishment and development as well as the selection and use of instructional materials; (f) maintains library resources examination centers for pre-selection use by teachers and other repre-

sentatives of educational agencies; (g) maintains a state wide inventory of items purchased under the provisions of this Title; (h) is responsible for the operational procedures for maintaining records of acquisition of materials for fiscal control and fund accounting; (i) evaluates the total program as it affects the improvement of instruction resulting from the use of good library resources and other instructional materials in the educational agencies; (j) disseminates information on a continuing basis regarding procedures for implementation and opportunities afforded by the State Plan in strengthening teaching and learning in the schools.

3. Educational agencies are responsible for quantitative and qualitative self-evaluation of their library resources and other printed and published instructional materials and for evaluating the educational need for these materials; for maintaining inventory records as prescribed by the Department of Public Instruction and to make such reports as directed by the State agency, including evaluations of the effectiveness of the materials acquired under the provisions of the Title as it relates to strengthening the instructional program.

4. Two categories of eligible materials have been identified; (a) library resources and other published and printed instructional materials including audiovisual materials; and (b) textbooks.

5. The Department of Public Instruction shall retain title to all items purchased under this Title and shall loan such items to both public and nonpublic educational agencies.

APPENDIX: L

PENNSYLVANIA REGIONAL SCHOOL LIBRARY CENTERS

The Department of Public Instruction, Bureau of General and Academic Education, Division of School Libraries has established three branches, one each in the areas of Pittsburgh, Harrisburg, and Philadelphia. These branches contain examination copies of the materials included in the School Library Resources Booklists, audiovisual instructional media, and samples of library furniture and equipment. Teachers, librarians, audiovisual specialists, curriculum coordinators, and administrators are urged to visit the branch in their region for the purposes of examining library books and other instructional materials in conjunction with their Title II selections.

Professional consultative services are also provided in these branches. Such services include assistance to educational agencies in: evaluation of current instructional materials collections, and programs; short- and long-range planning for acquisitions of instructional materials consistent with the educational programs of the educational agencies; administration, organization, and use of instructional materials; selection of instructional materials; effective planning of quarters, staff utilization, and scheduling in libraries. Consultative services also extend to guidance to administrators and librarians in making a school program educationally effective.

The addresses of these branches are:

Western Area Branch -

3045 Babcock Blvd.
Pittsburgh, Pennsylvania 15237

Central Area Branch -

Haar-win Building
13 N. Fourth Street
Harrisburg, Pennsylvania 17126

Eastern Area Branch

6801 Ludlow Street
Upper Darby, Pennsylvania 19082

APPENDIX: M

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Bureau of General and Academic Education
Harrisburg

SCHOOL AND PUBLIC LIBRARY RELATIONSHIPS

A Policy Statement

Changes in the concept of modern education and teaching methods, and the use of a wide variety of instructional materials, have emphasized the need for school, public and community college libraries to furnish increased quantities of both printed and audio-visual materials and to provide additional services to the children and young people enrolled in our schools. In some communities school and public library staff members have formulated statements of policy relating to their respective responsibilities. In others, a lack of communication has given rise to overcrowded libraries, overburdened librarians, and inadequate services. Therefore, the State Librarian and the Director of School Libraries have prepared the accompanying statement expressing the philosophy of both school and public library services.

The Role of the School Library

Today's school library is the instructional materials or learning resources center of the school, where both printed and audio-visual materials are housed and made easily available. To accomplish the goals set for modern quality education, a full program of library services is essential in all schools -- elementary and secondary, small and large, rural and urban, public and private. Even in small schools under 200 in size, a centrally organized collection of many types of books and other materials, and the services of a trained librarian at least on a part-time basis, are necessary to support creative teaching. The library is a laboratory for research, where children develop library and study skills, reading tastes, critical judgments and appreciation. Here the individual child, whether he is slow, average or gifted, is guided in finding

The Role of the Public Library

The role of the modern public library is to provide a wide range of library materials and services from preschool on through adulthood. Today's concept of library materials includes not only books, but periodicals, newspapers, pamphlets, recordings and films, with services such as story hours, discussion groups, and film forums. The library offers information, education and recreation in keeping with the individual's aims and goals. Under the direction of professionally trained librarians, these materials and services are provided through headquarters buildings, community libraries and bookmobiles.

In rural areas where local public libraries are not easily available, bookmobile service is sometimes available to serve the area. When bookmobile stops are made at schools, this service is provided in order that young people may have access to public library service.

materials suited to his own abilities, needs and interests; and is stimulated to explore beyond the classroom.

A school library is more than a shelf of books in a classroom, more than bookmobile service, more than collections on loan from the public library. These are supplementary services and in no way take the place of basic collections in each school in a centralized library, administered by a librarian professionally prepared to provide a program of services for all teachers and pupils.

Bookmobile service at the school must not be construed in any way to be school library service -- it is public library service to children and young people in school.

Although the public library has an obligation to students as one important segment of its public, it must not be expected to assume the school's responsibilities for the provision of books or other materials for mass assignment, nor for the provision of space or staff to maintain a study hall.

APPROVED BY:
Mrs. Elizabeth P. Hoffman
Director of School Libraries

Ernest E. Doerschuk
State Librarian

Pennsylvania School Education
Association-School Librarians Section

Executive Board, Pennsylvania Library
Library Association (1968)

APPENDIX: N

STREAMLINING FOR SERVICE*

By Richard L. Darling

Changes in American Education have increased the demand for more and better school library services. To provide library programs adequate to support instruction, school districts have devised special services to schools so that librarians, freed from routine and repetitive tasks associated with the organization and circulation of materials, can devote more of their time to work with pupils and teachers.

CENTRALIZED PROCESSING

Probably the most important school district service needed to eliminate duplication of effort in school libraries is the centralized ordering, cataloging, and physical preparation of materials for use. Centralized processing includes both the cataloging and the physical preparation of books, i.e., marking call numbers on the books and putting cards and pockets in the books. The only step to be done at the local library is the filing of catalog cards. A complete centralized processing system includes ordering as well.

Several school districts have cataloged centrally for their schools for many years. Since 1944 the Georgia State Department of Education, through its State Catalog Card Service, has offered catalog cards to both school and public libraries in Georgia at nominal cost. In the 1963-64 fiscal year, 4 school districts and 1,413 individual schools participated. In a few states public libraries and area processing centers have offered similar services or more extensive ones, including ordering and physical preparation of books, to school libraries. More frequently, however, school districts have organized their own central cataloging or processing centers to serve all schools within their jurisdiction. In 1960-61, according to a U.S. Office of Education study, 467 school districts in the United States were providing centralized processing of school library materials for elementary schools, and 239 for secondary schools. No doubt the number of school districts with this service has increased since the study was made.

Practices in centralized processing differ from district to district. In some school districts centralized processing is supplied to elementary schools only. In others processing is done only for new schools; during the summer vacation; or for special materials, such as those purchased with National Defense Education Act funds. Some school districts provide only central ordering and cataloging, and leave full processing to the schools. Many now, however, are providing complete processing for all library books.

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* SCHOOL ACTIVITIES AND THE LIBRARY. Chicago, Illinois: American Library Association, 1965. pp. 1 - 2.

A few school districts also process nonprint materials, such as filmstrips, slides, and recordings. The Montgomery County Public Schools, Rockville, Maryland, for example, began by processing books only. As a second step the district started processing all films in the central office inventory and depositing complete sets of cards in each school library for interfiling in the card catalog. Now cards are being prepared for filmstrips, and soon recordings and other instructional materials will be fully processed. This development is probably typical of that in many school districts.

USE OF MACHINES FOR PROCESSING

Early in the development of centralized processing for school libraries, librarians administering the service turned to machines to increase output and economy of operation and to assure a standardized product. Most processing centers use pasting machines, call-number lettering machines, one of a variety of duplicating machines, and photographic equipment for producing duplicating masters. A few processing centers have added photocopying machines which will copy a full set of commercially printed or locally typed catalog cards for each additional copy of a book.

COMMERCIAL CATALOGING AND PROCESSING

Other school districts have turned to commerical sources for cataloging or processing. For many years school libraries have depended upon the Library of Congress and the H. W. Wilson Company for printed catalog cards for books. Some publishers now supply sets of catalog cards with their books. Some school districts are buying their books from suppliers who deliver them ready for use, completely processed. Several firms now process books before delivery, either according to a standardized procedure or tailored to fit customer specifications. One large eastern school district pays only 85¢ per book to receive its purchases preprocessed, and was able to contract at 65¢ per book for a large order for new schools. Ordinarily most schools would have to pay from 70¢ to $1.70 per book for this service, depending upon the type of material involved and the kind of processing demanded. The availability of printed cards and preprocessed books has great advantages for small school districts, for which the cost of equipment and the difficulties of employing staff for processing centers may be too great.

COOPERATION AMONG SCHOOL DISTRICTS

Whether each school district should set up its own processing center is doubtful, for an effectively administered processing center can easily serve more than one district. A state school library supervisor from a state where four large school districts operate central processing centers has indicated that she feels these four are probably sufficient to serve the state's smaller school districts, and is urging them to extend their services to the rest of the state's schools through cooperative arrangements.

In other states, particularly those with large numbers of small school districts, central processing centers to serve several districts might be organized as cooperative ventures and administered by one school district for all of them or by an intermediate unit of school administration. Support for these centers would have to be apportioned among the cooperating school districts, and legislative action could be sought to secure state assistance. It has also been found feasible for schools and public libraries in an area to cooperate in a processing endeavor.

DATA PROCESSING EQUIPMENT FOR ORDERING AND PROCESSING

As school districts adopt the use of data processing equipment, they will be able to process a far greater volume of school library materials more efficiently than they do now. Punched cards on which essential data have been coded make it possible to reduce the number of routine procedures to be done manually. Several school districts already use data processing equipment for acquisitions, and at least one school district has proposed to handle all processing of books by such machines, including the preparation of book catalogs.

Montgomery County, Maryland, has begun a data processing program which will be used throughout the various steps involved in providing materials to schools. Though much of the plan remains to be implemented, it provides an outline of ways in which data processing can assist in streamlining procedures of evaluation, selection, ordering, and complete processing.

When the school district requests copies of instructional materials for evaluation or receives complimentary copies for its review program, punched cards are prepared for each title, including cards for control purposes, for reviews by members of the professional staff, for use in preparation of approved lists, and for ordering. After reviews have been written, additional data from them are punched into the cards, and masters are prepared by machines from which lists are duplicated. Orders submitted from schools are entered on punched cards so that the machines can produce combined purchase orders with materials correctly listed for each vendor, and can provide lists with the necessary information to expedite the processing and delivery of materials to each school.

PRINTED BOOK CATALOGS

A logical future step in planning might be the printed book catalog prepared by machine methods. Some public libraries have abandoned card catalogs in favor of book catalogs. Before school districts transfer their card catalogs to books, however, there should be a careful study made of their value for schools. Individual school libraries do not have the same relationship to the district central office that public library branches have to the main library with its large supporting collection. Nor has the exchange of materials, common within public library systems, become widespread in school districts. The book catalog facilitates this exchange. School districts also need to determine whether such exchange of materials is desirable for improving school library services. The answers to these questions are the important factors in deciding on book catalogs. Compared to these questions, technical problems are minor.

DATA PROCESSING EQUIPMENT FOR INFORMATION RETRIEVAL

Some schoolmen have proposed the use of data processing equipment for information retrieval systems for school libraries. The value of such retrieval for school libraries should be seriously questioned, since the consensus at present is that the mechanical storage and retrieval of information hold little promise for libraries with general collections.

Undoubtedly there are other ways in which school districts can streamline routines, such as by centralized production of some kinds of instructional materials. School librarians should explore innovations which promise greater efficiency. The sure test of the value of such innovations is that they free librarians for selection of materials and for service to students and teachers. The goal of streamlining must be improved instruction through better school library service.

APPENDIX: O

SOURCES OF COMMERCIAL CATALOG CARDS

FOR BOOKS AND AUDIO-VISUAL MEDIA

A REPRESENTATIVE LIST

NOTE: Many publishers supply catalog cards for their own publications. Many jobbers also will supply printed catalog cards when books are ordered from them.

Check publisher's and jobber's catalogs to determine availability, cost, and ordering procedures.

Bro-Dart Industries -- books and audio-visual media
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

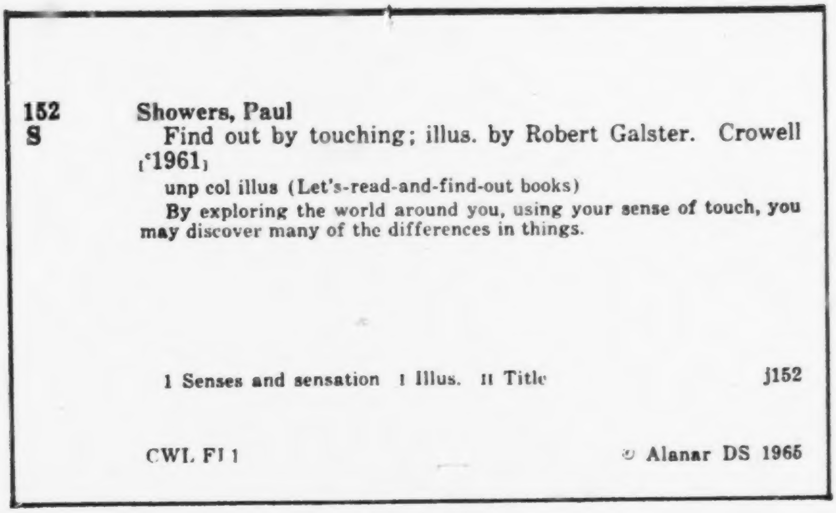
Library of Congress -- books and audio-visual media
Card Division
Building 159
Navy Yard Annex
Washington, District of Columbia 20451

Specialized Service and Supply Company, Incorporated
1329 Arlington Street
Cincinnati, Ohio 45225

EXAMPLE

COMMERCIAL CATALOG CARDS

BRO-DART CATALOG CARDS



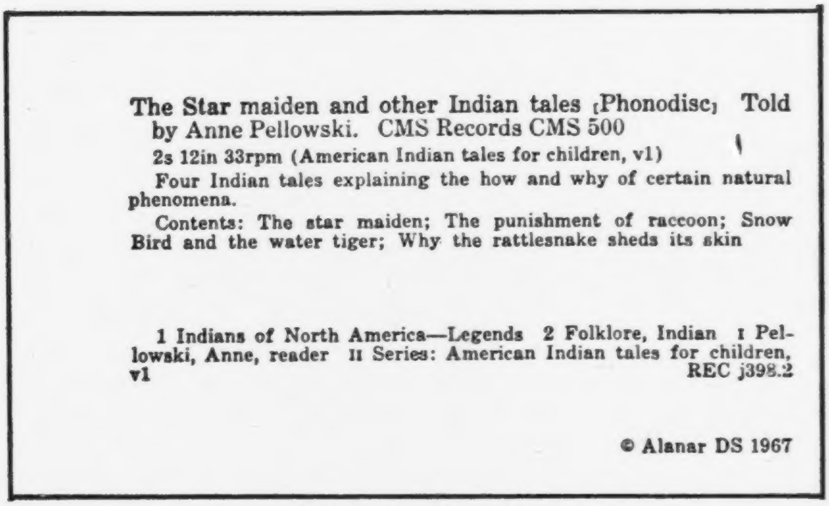
152
S

Showers, Paul
Find out by touching; illus. by Robert Galster. Crowell [c1961]
unp col illus (Let's-read-and-find-out books)
By exploring the world around you, using your sense of touch, you may discover many of the differences in things.

1 Senses and sensation I Illus. II Title j152

CWL FI 1 © Alanar DS 1965

BOOK



The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)
Four Indian tales explaining the how and why of certain natural phenomena.
Contents: The star maiden; The punishment of raccoon; Snow Bird and the water tiger; Why the rattlesnake sheds its skin

1 Indians of North America—Legends 2 Folklore, Indian I Pellowski, Anne, reader II Series: American Indian tales for children, v1 REC j398.2

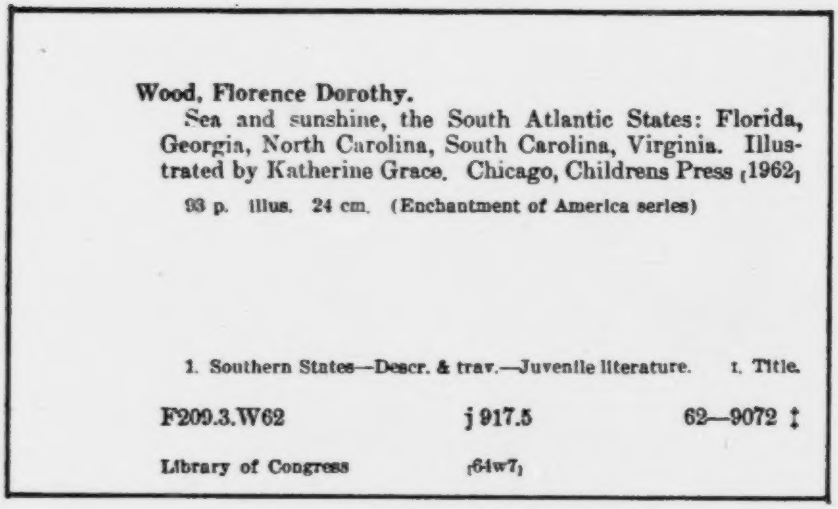
© Alanar DS 1967

DISC RECORDING

EXAMPLE

COMMERCIAL CATALOG CARDS

LIBRARY OF CONGRESS CATALOG CARDS



Wood, Florence Dorothy.

Sea and sunshine, the South Atlantic States: Florida, Georgia, North Carolina, South Carolina, Virginia. Illustrated by Katherine Grace. Chicago, Childrens Press ₍1962₎

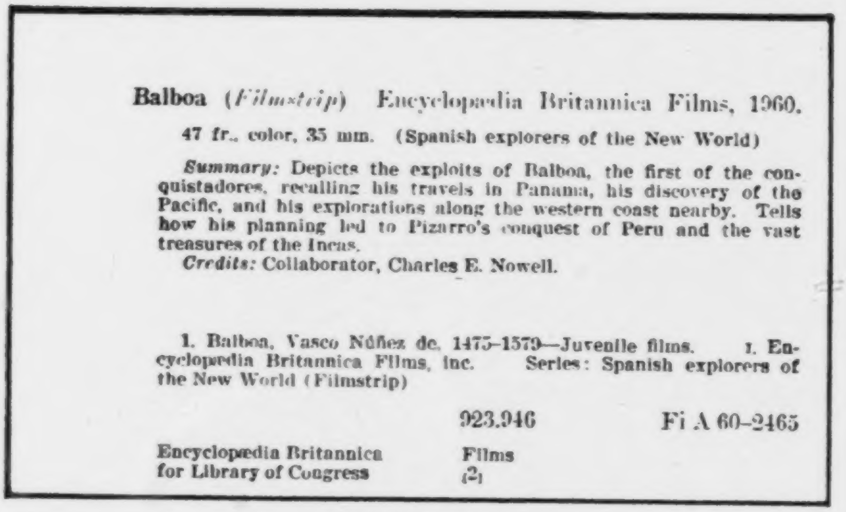
93 p. illus. 24 cm. (Enchantment of America series)

1. Southern States—Descr. & trav.—Juvenile literature. I. Title.

F209.3.W62 j 917.5 62—9072 ‡

Library of Congress ₍64w7₎

BOOK



Balboa (*Filmstrip*) Encyclopaedia Britannica Films, 1960.

47 fr., color, 35 mm. (Spanish explorers of the New World)

Summary: Depicts the exploits of Balboa, the first of the conquistadores, recalling his travels in Panama, his discovery of the Pacific, and his explorations along the western coast nearby. Tells how his planning led to Pizarro's conquest of Peru and the vast treasures of the Incas.

Credits: Collaborator, Charles E. Nowell.

1. Balboa, Vasco Núñez de, 1475–1579—Juvenile films. I. Encyclopædia Britannica Films, inc. Series: Spanish explorers of the New World (Filmstrip)

923.946 Fi A 60–2465

Encyclopædia Britannica Films
for Library of Congress ₍2₎

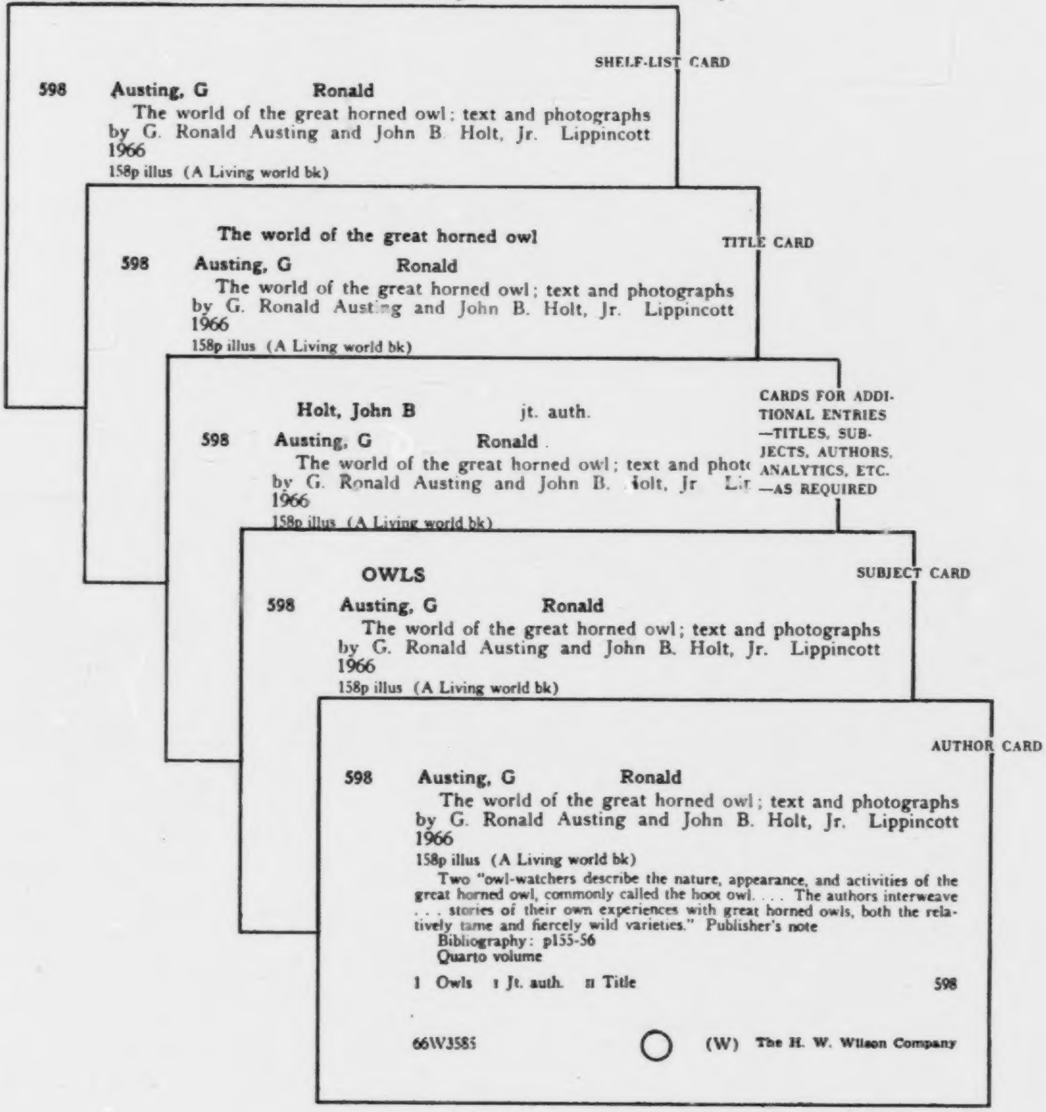
FILMSTRIP

EXAMPLE

COMMERCIAL CATALOG CARDS

H. W. WILSON CATALOG CARDS

Sample set of Catalog Cards WITH subject headings and DC numbers at the top.



SHELF-LIST CARD

598 **Austing, G Ronald**
The world of the great horned owl; text and photographs by G. Ronald Austing and John B Holt, Jr. Lippincott 1966
158p illus (A Living world bk)

TITLE CARD

The world of the great horned owl
598 **Austing, G Ronald**
The world of the great horned owl; text and photographs by G. Ronald Austing and John B. Holt, Jr. Lippincott 1966
158p illus (A Living world bk)

CARDS FOR ADDITIONAL ENTRIES —TITLES, SUBJECTS, AUTHORS, ANALYTICS, ETC. —AS REQUIRED

Holt, John B jt. auth.
598 **Austing, G Ronald**
The world of the great horned owl; text and phot
by G. Ronald Austing and John B. Holt, Jr Lir
1966
158p illus (A Living world bk)

SUBJECT CARD

OWLS
598 **Austing, G Ronald**
The world of the great horned owl; text and photographs by G. Ronald Austing and John B. Holt, Jr. Lippincott 1966
158p illus (A Living world bk)

AUTHOR CARD

598 **Austing, G Ronald**
The world of the great horned owl; text and photographs by G. Ronald Austing and John B. Holt, Jr. Lippincott 1966
158p illus (A Living world bk)
Two "owl-watchers describe the nature, appearance, and activities of the great horned owl, commonly called the hoot owl. . . . The authors interweave . . . stories of their own experiences with great horned owls, both the relatively tame and fiercely wild varieties." Publisher's note
Bibliography: p155-56
Quarto volume

1 Owls i Jt. auth. ii Title 598

66W3585 (W) The H. W. Wilson Company

WITH subject headings and DC numbers at the top—ready to be filed. (Illustrated)

WITHOUT subject headings or DC numbers at the top, but with all other details. Space allowed for your own subject headings and class number. (Not illustrated)

SOURCES FOR COMMERCIAL KITS

FOR PROCESSING BOOKS AND AUDIO-VISUAL MEDIA

A REPRESENTATIVE LIST

NOTE: Many publishers supply processing kits for their own publications. Many jobbers will supply processing kits when order accompanies the book order.

Check publisher's and jobber's catalogs to determine availability, cost, and ordering procedure.

Bro-Dart Industries -- books and audio-visual media
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

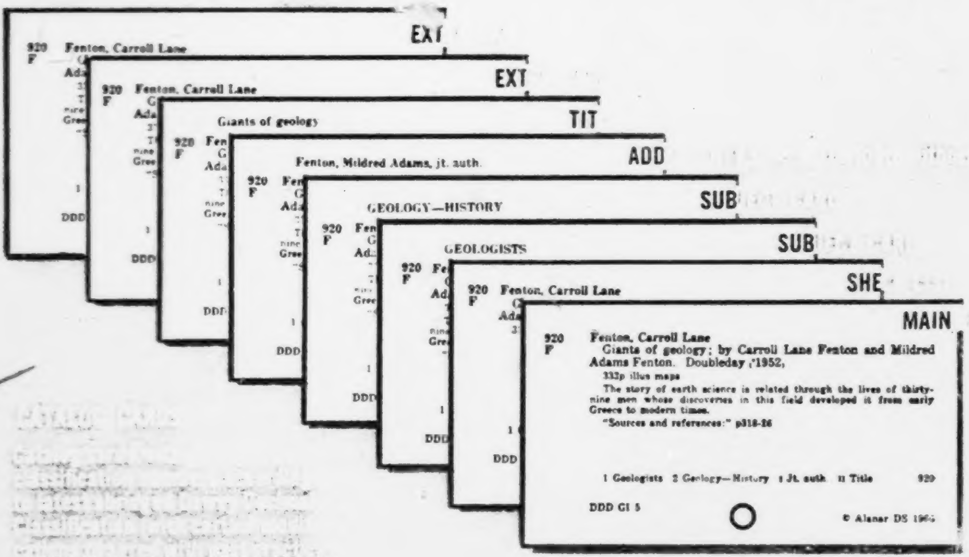
Catalog Card Corporation of America -- books only
7940 12th Street South
Minneapolis, Minnesota 55420

L. J. Cards Incorporated -- books only
Box 703
Times Square Station
New York, New York 10036

Society for Visual Education -- audio-visual media
1345 Diversey Parkway
Chicago, Illinois 60614

Specialized Service and Supply Company, Incorporated --books and audio-visual media
1329 Arlington Street
Cincinnati, Ohio 45225

STANDARD KITS REQUIRE NO ADDITIONS — CALL NUMBERS ARE IMPRINTED EVEN FOR EASY BOOKS AND INDIVIDUAL BIOGRAPHIES


EXT
EXT
TIT
Giants of geology
ADD
Fenton, Mildred Adams, jt. auth.
SUB
GEOLOGY—HISTORY
SUB
GEOLOGISTS
SHE
MAIN

920 Fenton, Carroll Lane
F Giants of geology; by Carroll Lane Fenton and Mildred Adams Fenton. Doubleday ;'1952,

332p illus maps

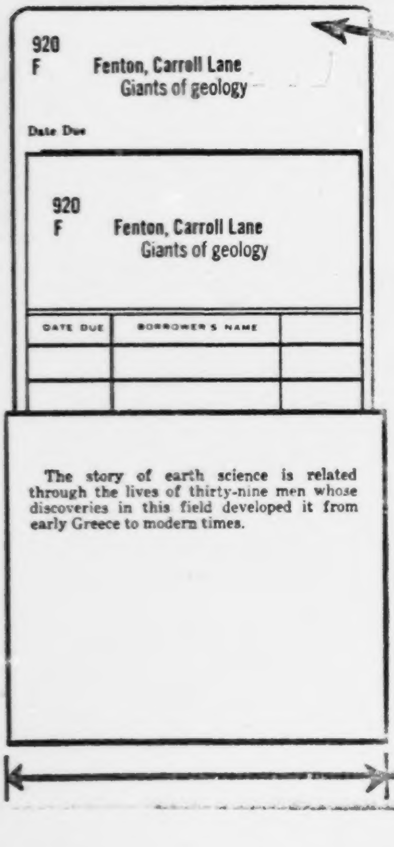
The story of earth science is related through the lives of thirty-nine men whose discoveries in this field developed it from early Greece to modern times.

"Sources and references:" p318-26

1 Geologists 2 Geology—History I Jt. auth. II Title 920

DDD GI 5 ○ © Alanar DS 1964

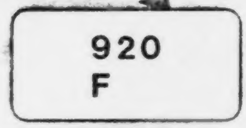
[illegible]


920
F
Fenton, Carroll Lane
Giants of geology
Date Due
920
F
Fenton, Carroll Lane
Giants of geology
DATE DUE
BORROWER'S NAME
The story of earth science is related through the lives of thirty-nine men whose discoveries in this field developed it from early Greece to modern times.

Full height pocket for proper book slipping.

Pocket width will accept data processing tab card for systems of the future.

Six (6) spine labels provide alternates and blanks.



"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

BRO-DART and
RISE

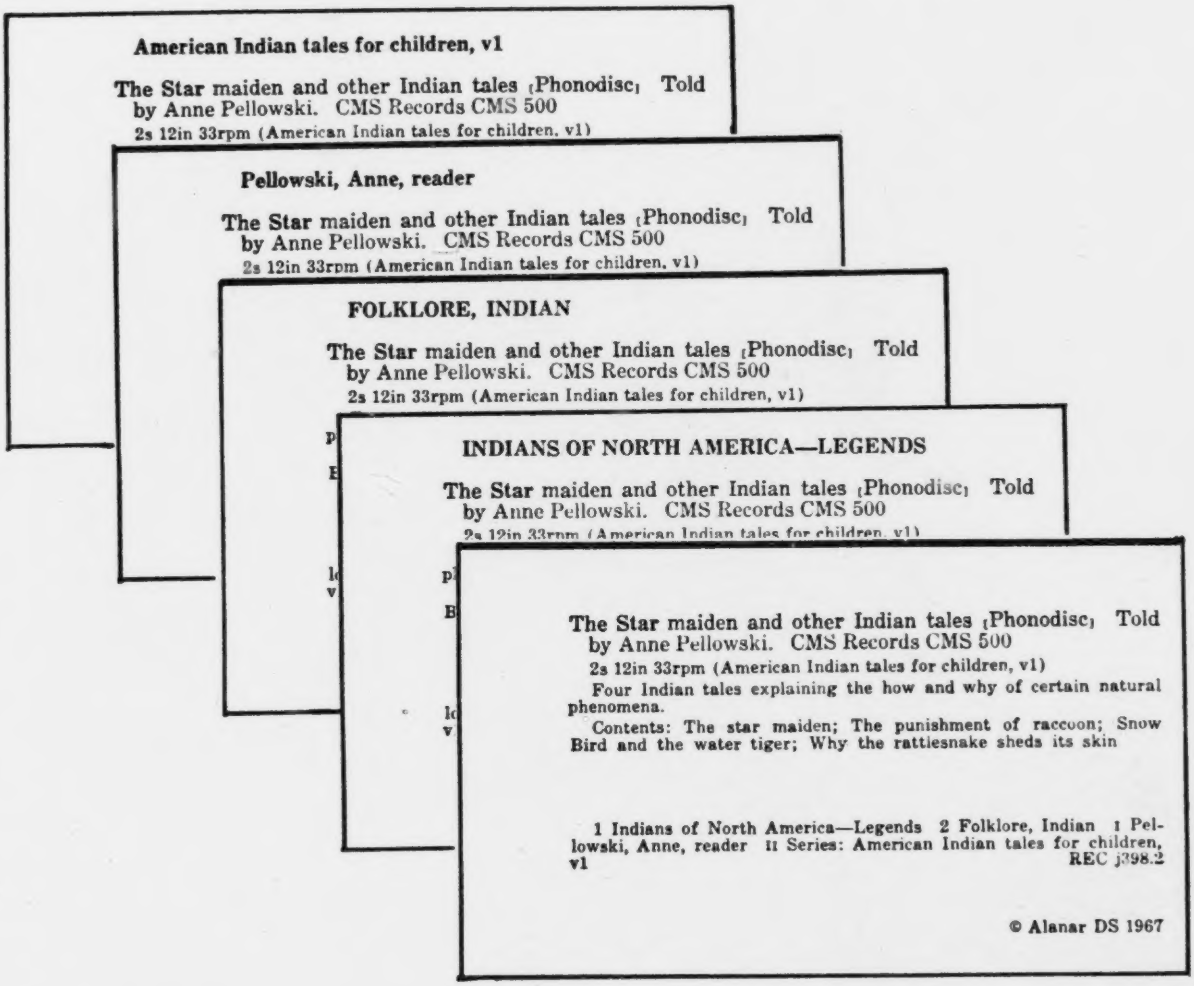
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

DA 395 268-70M Copyright © 1968 by Bro-Dart Industries Printed in U.S.A.

EXAMPLE

BRO-DART PROCESSING KIT

AUDIO-VISUAL



American Indian tales for children, v1

The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)

Pellowski, Anne, reader

The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)

FOLKLORE, INDIAN

The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)

INDIANS OF NORTH AMERICA—LEGENDS

The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)

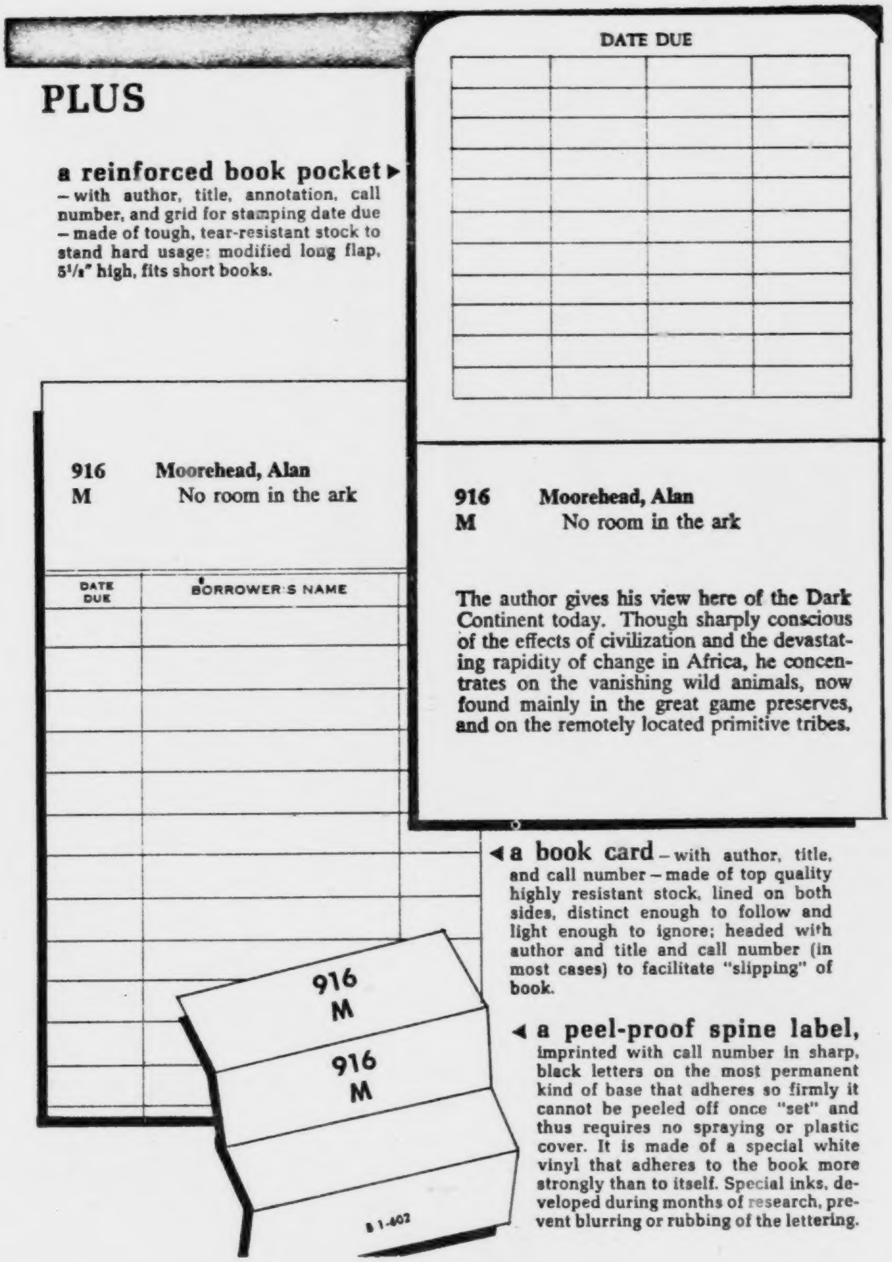
The Star maiden and other Indian tales [Phonodisc] Told by Anne Pellowski. CMS Records CMS 500
2s 12in 33rpm (American Indian tales for children, v1)
Four Indian tales explaining the how and why of certain natural phenomena.
Contents: The star maiden; The punishment of raccoon; Snow Bird and the water tiger; Why the rattlesnake sheds its skin

1 Indians of North America—Legends 2 Folklore, Indian I Pellowski, Anne, reader II Series: American Indian tales for children, v1
REC j398.2

© Alanar DS 1967

The Star maiden and other Indian tales

LIBRARY JOURNAL PROCESSING KIT
(EXAMPLE)



PLUS

a reinforced book pocket ▸ – with author, title, annotation, call number, and grid for stamping date due – made of tough, tear-resistant stock to stand hard usage: modified long flap, 5½" high, fits short books.

DATE DUE

916 **Moorehead, Alan**
M No room in the ark

The author gives his view here of the Dark Continent today. Though sharply conscious of the effects of civilization and the devastating rapidity of change in Africa, he concentrates on the vanishing wild animals, now found mainly in the great game preserves, and on the remotely located primitive tribes.

916 **Moorehead, Alan**
M No room in the ark

DATE DUE | BORROWER'S NAME

◂ a book card – with author, title, and call number – made of top quality highly resistant stock, lined on both sides, distinct enough to follow and light enough to ignore; headed with author and title and call number (in most cases) to facilitate "slipping" of book.

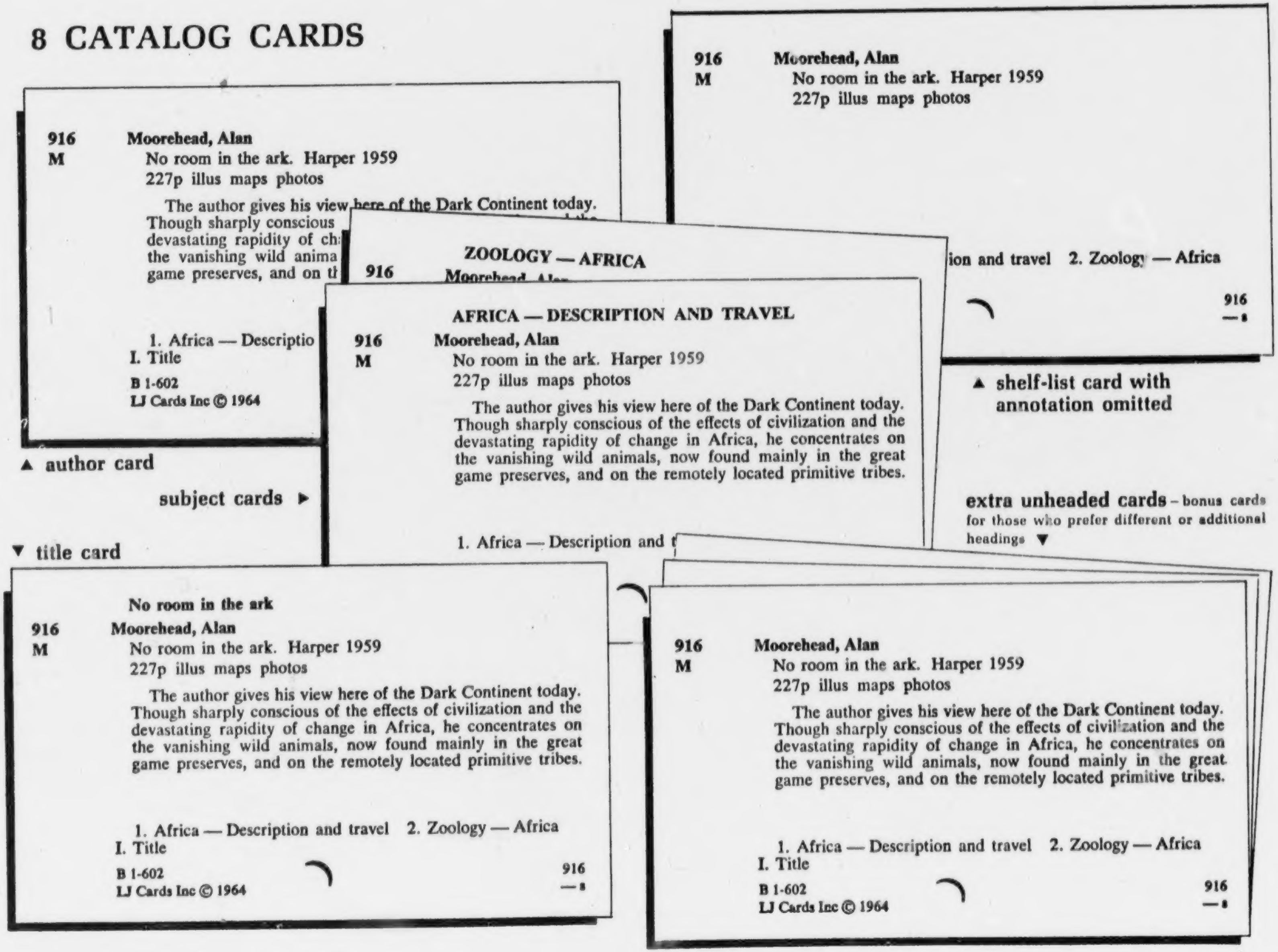
916
M

916
M

B 1-402

◂ a peel-proof spine label, imprinted with call number in sharp, black letters on the most permanent kind of base that adheres so firmly it cannot be peeled off once "set" and thus requires no spraying or plastic cover. It is made of a special white vinyl that adheres to the book more strongly than to itself. Special inks, developed during months of research, prevent blurring or rubbing of the lettering.

8 CATALOG CARDS



916
M

Moorehead, Alan
No room in the ark. Harper 1959
227p illus maps photos

The author gives his view here of the Dark Continent today. Though sharply conscious devastating rapidity of ch the vanishing wild anima game preserves, and on th

1. Africa — Descriptio
I. Title

B 1-602
LJ Cards Inc © 1964

▲ author card

subject cards ▶

ZOOLOGY — AFRICA
916
Moorehead, Alan

AFRICA — DESCRIPTION AND TRAVEL
916
M

Moorehead, Alan
No room in the ark. Harper 1959
227p illus maps photos

The author gives his view here of the Dark Continent today. Though sharply conscious of the effects of civilization and the devastating rapidity of change in Africa, he concentrates on the vanishing wild animals, now found mainly in the great game preserves, and on the remotely located primitive tribes.

1. Africa — Description and t

916
M

Moorehead, Alan
No room in the ark. Harper 1959
227p illus maps photos

ion and travel 2. Zoology — Africa

916
— 8

▲ shelf-list card with annotation omitted

▼ title card

No room in the ark
916
M

Moorehead, Alan
No room in the ark. Harper 1959
227p illus maps photos

The author gives his view here of the Dark Continent today. Though sharply conscious of the effects of civilization and the devastating rapidity of change in Africa, he concentrates on the vanishing wild animals, now found mainly in the great game preserves, and on the remotely located primitive tribes.

1. Africa — Description and travel 2. Zoology — Africa
I. Title

B 1-602
LJ Cards Inc © 1964

916
— 8

extra unheaded cards – bonus cards for those who prefer different or additional headings ▼

916
M

Moorehead, Alan
No room in the ark. Harper 1959
227p illus maps photos

The author gives his view here of the Dark Continent today. Though sharply conscious of the effects of civilization and the devastating rapidity of change in Africa, he concentrates on the vanishing wild animals, now found mainly in the great game preserves, and on the remotely located primitive tribes.

1. Africa — Description and travel 2. Zoology — Africa
I. Title

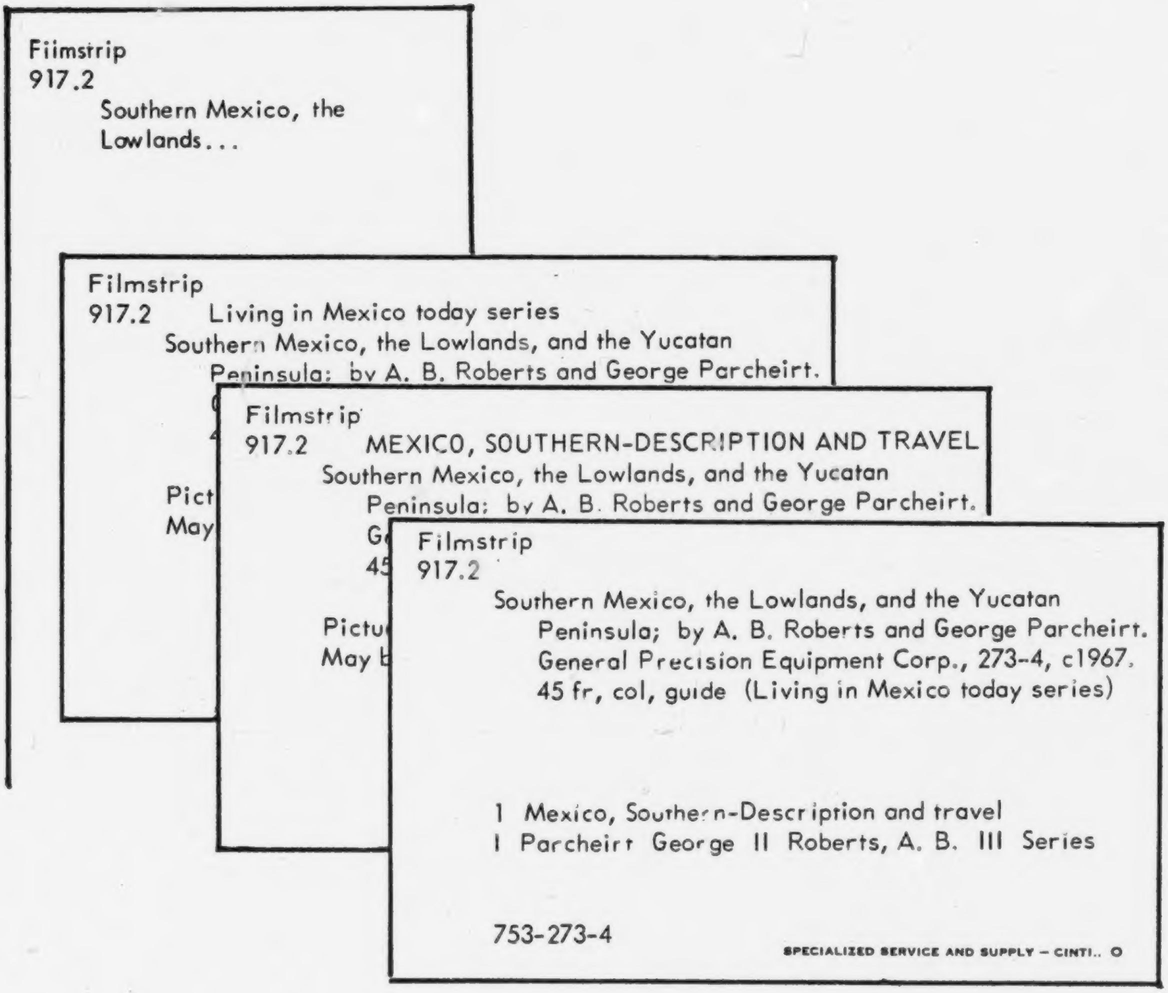
B 1-602
LJ Cards Inc © 1964

916
— 8

EXAMPLE

SOCIETY FOR VISUAL EDUCATION PROCESSING KIT

AUDIO-VISUAL



Filmstrip
917.2
Southern Mexico, the
Lowlands...

Filmstrip
917.2 Living in Mexico today series
Southern Mexico, the Lowlands, and the Yucatan
Peninsula; by A. B. Roberts and George Parcheirt.
Pict
May

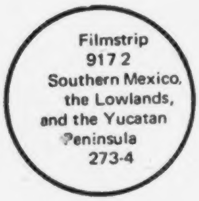
Filmstrip
917.2 MEXICO, SOUTHERN-DESCRIPTION AND TRAVEL
Southern Mexico, the Lowlands, and the Yucatan
Peninsula; by A. B. Roberts and George Parcheirt.
G
45
Pictu
May b

Filmstrip
917.2
Southern Mexico, the Lowlands, and the Yucatan
Peninsula; by A. B. Roberts and George Parcheirt.
General Precision Equipment Corp., 273-4, c1967.
45 fr, col, guide (Living in Mexico today series)

1 Mexico, Southern-Description and travel
I Parcheirt George II Roberts, A. B. III Series

753-273-4

SPECIALIZED SERVICE AND SUPPLY – CINTI., O



Filmstrip
917 2
Southern Mexico,
the Lowlands,
and the Yucatan
Peninsula
273-4

SOURCES OF LIBRARY SUPPLIES -- A REPRESENTATIVE LIST

NOTE: These companies supply catalogs free on request.

Bro-Dart Industries
56 Earl Street
Newark, New Jersey 07114

Crossley-Van Deusen Co., Inc.
3929 New Seneca Turnpike
Marcellus, New York 13108

Demco Library Supplies
Box 1488
Madison, Wisconsin 53701

Fordham Equipment Co.
2377 Hoffman Street
Bronx, New York 10458

Gaylord Brothers, Inc.
155 Gifford Street
Syracuse, New York 13201

Remington Rand, Inc.
Library Bureau Division
Herkimer, New York 13350

SOURCES OF PERIODICAL SUBSCRIPTIONS -- A REPRESENTATIVE LIST

NOTE: Both time and money can be saved by placing your periodical order with a jobber.

Only periodicals of a reference nature should be ordered for twelve months; all others should be ordered on a ten month or school year basis. Specify that all periodicals are to be sent in the name of the librarian to assure the immediate delivery of the periodical to the school library.

Central News Co.
52nd Street and Paschall Avenue
Philadelphia, Pennsylvania 19143

EBSCO Subscription Service
EBSCO Building
Red Bank, New Jersey 07701

F. W. Faxon Co., Inc.
515 - 525 Hyde Park Avenue
Boston, Massachusetts 02131

Mayfair Subscription Agency
40 North Van Brunt Street
Englewood, New Jersey 07631

Pittsburg News
400 Cubbage Street
Carnegie, Pennsylvania 15106

SOURCES OF PREPROCESSED BOOKS

A REPRESENTATIVE LIST

NOTE: Contact the following for descriptive literature concerning their processing services.

American Library and Educational Service Co. (Alesco)
21 Harristown Road
Glen Rock, New Jersey 07452

Baker & Taylor Co.
50 Kirby Avenue
Somerville, New Jersey 08876

Bro-Dart Industries (Alanar)
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Central News Co.
52nd Street and Paschall Avenue
Philadelphia, Pennsylvania 19143

Pittsburg News
400 Cubbage Street
Carnegie, Pennsylvania 15106

Specialized Service & Supply Co., Inc.
1329 Arlington Street
Cincinnati, Ohio 45225

APPENDIX: P

RULES FOR ALPHABETICAL FILING IN A SMALL DICTIONARY CATALOG*

The following rules were compiled by the author after studying many sets of rules, published and unpublished, and after talking to many people regarding practices and preferences. A few are innovations and depart from established practice for the sake of logic and consistency. Among these are Rule 11, recommended by school librarians, reference librarians, and others as following the primary rule (file as written) and as following telephone book practice, with which library patrons are familiar; Rule 13a, according to which all entries for an author's works are arranged alphabetically, with collective titles such as WORKS included in the alphabetical sequence instead of being grouped before individual titles; and Rule 13g, which prescribes consistent chronological order even for editions of the same work.

1. Arrange the catalog cards alphabetically by the first word or name appearing at the top of the card, i.e., "the entry," disregarding a beginning article.

2. File word by word rather than letter by letter. A one-word entry comes before the word followed by succeeding words.

   Royal
   Royal personages
   Royal, Sydney
   Royalle, Guy
   Royalty

3. File all entries alphabetically, by first term, then by second, then third, etc., regardless of form of entry--names of words, main entry or added entry, author or subject or other type, forename or surname.

   The house (TITLE)
   House and garden (PERIODICAL TITLE)
   House, Boye (AUTHOR OR ADDED ENTRY)
   HOUSE CLEANING (SUBJECT)
   The house party (TITLE)
   House, William (NAME)
   House with roots (TITLE)
   Household, Geoffrey (NAME)

4. Disregard articles (A, AN, THE) at the beginning of an entry but take them into account elsewhere. All other words, including prepositions and pronouns, are considered in filing.

   In Western deserts
   Innes, Walter
   Into the night

---

* Piercy, Esther J., Commonsense Cataloging. New York, H. W. Wilson Company. 1965. pp. 161 - 166.

The work
Work for a man
Work for Julia
Work for the beginner
A work well done

5. File abbreviations (e.g., MR., MRS., DR., ST., U.S.) as though spelled out (MISTER, MISTRESS, DOCTOR, SAINT, or STREET, UNITED STATES). The figure & is filed as AND.

6. A letter, single-letter word, or initial is filed at the beginning of the letter before words beginning with that letter.

ABC about collecting
ABC's of dance terminology
AB papers
ACTH
The a cappella chorus
AE's letters
A is for angel
A.L.A.
The A to Z of poodles
A-V bibliography
Aaburg, Charles
Aaron, Arthur

7. Numerals and dates in headings are filed as though spelled out and as customarily spoken in English; thus "1905" is filed as "Nineteen five"; "1,000" as "one thousand."

One
1 and 2 make 3
100
One million
1000

8. Accents and other diacritical marks and punctuation are ignored in filing. This includes an apostrophe showing possession, a plural, or an elision. Thus "ā" is filed as "a"; "c" as "c̲." Parentheses are also ignored.

Dogs follow John
The dog's following Mary
GEOLOGY
GEOLOGY AS A PROFESSION
Geology as a science
GEOLOGY, ECONOMIC
GEOLOGY--NEW YORK
GEOLOGY--WEST VIRGINIA

9. Hyphenated words are considered two separate words if the part preceding the hyphen can stand alone, but as one word if the part preceding the hyphen is dependent. (In case of doubt, follow the practice of a selected unabridged dictionary.)

    The machine for tomorrow
    Machine-made cards
    Machinery

    But:
    The producer
    Pro-European viewpoints

10. Words spelled or written two or more ways are interfiled in one place, with references from the form not used. (In deciding, follow a selected unabridged dictionary.)

Base ball	see	Baseball
Catalogue	see	Catalog
Labour	see	Labor

11. Names (including those beginning Mac, Mc, etc.) are always filed as written, no matter how pronounced or how close to other forms. (Allen or Allan, Smith or Smyth.)

    Brown, John
    Brown Mountain
    Brown, Robert
    Browne, Amos

    Machinery
    MacPherson
    McBain
    McMahon
    M'Gregor

12. For forenames used by several people, follow the alphabetical arrangement if possible; if a descriptive phrase is needed, the phrase is employed alphabetically. For royalty, etc., the numeral is ignored unless all other designation is the same for two or more people, in which case the arrangement become chronological, earliest first.

Charles	(title of work)
Charles A. Coffin Foundation	(corporate name)
Charles and Cromwell	(title of work)
Charles, count of Flanders	(forename)
Charles County, Md.	(place name)
Charles d'Orleans	(forename with title)
Charles I, emperor of Germany	(forename)
Charles IV, emperor of Germany	(")
Charles V, emperor of Germany	(")

Charles Iv, king of France	(forename)
Charles I, king of Great Britain	(")
Charles II, king of Great Britain	(")
Charles I, king of Spain	(")
Charles of Sessa	(")
Charles-Picard, Colette	(hyphenated surname)
Charles R. Walgreen Foundation	(corporate name)
Charles River, Mass.	(place name)
Charles the Good	(forename and appellative)
Charles W. Eliot and popular education	(title of work)

13. For entries under an author:

  a. File by the title of the work with which the person is associated whether name is main entry or secondary.
  b. If the person is a secondary entry, the card is next filed by the title of the work, disregarding main entry.
  c. If the same work appears both as title of a book and title of an analytic, file main work first.
  d. If the entry is for author and title analytic, the card is filed by author, then title, then main entry.
  e. File subject cards about an individual after all of the works BY him. File secondly by the author of the book.
  f. File a criticism of a WORK following the entry for the work.
  g. File editions of the same work chronologically by date or number (earliest first), those with no number or date before the others.

Dickens, Charles (author and title of book)
    Bleak House

Dickens, Charles
    Bleak House (author and title analytic)
Dickens, Charles
    Collected works

Dickens, Charles
    A Christmas Carol (author and form title)
    The Christmas story, a Christmas Carol

Dickens, Charles
    A Christmas Carol (author and title analytic)
Leverton, Garrett
    Plays for the College theatre

DICKENS, CHARLES
    A CHRISTMAS CAROL (subject criticism of a title)
Jacques, Edward
    Dickens' Christmas Carol

Dickens, Charles
    Collected works

Dickens, Charles
    The wreck of the Golden Mary

DICKENS, CHARLES
Adrian, Arthur (subject)
    Georgian Hogarth

DICKENS, CHARLES
Fawcett, Frank D. (subject)
    Dickens the dramatist

14. If the same title appears as an entry word more than once, it is sub-arranged by author; if it is the same work, it is further sub-arranged by date of publication, earliest first. If the same title appears as a title of a periodical and another work, the periodical comes first; if the title entry for the same work appears as both the title of an analytic and a book, the book comes first.

House beautiful; a monthly magazine (title of periodical)

House beautiful (title of book)
Jones, Adam
    House beautiful

House beautiful
Jones, Adam (title analytic)
    Collected stories

15. For subject entries arrange in order:

    a. Subject without subdivision, arranged by main entry
    b. Date and period subdivision, chronologically arranged, earliest first
    c. Other subdivisions alphabetically

U.S.--DESCRIPTION
U.S.--HISTORY
U.S.--HISTORY--DISCOVERY AND EXPLORATION
U.S.--HISTORY--COLONIAL PERIOD
U.S.--HISTORY--CIVIL WAR
U.S.--HISTORY--20TH CENTURY
U.S.--HISTORY--1900-1914
U.S.--HISTORY--BIBLIOGRAPHY
U.S.--HISTORY, NAVAL
U.S.--HISTORY--PERIODICALS

16. File a "see also" reference or a history card (explaining change of name, etc.) following all of the entries for the same word or phrase or name.

APPENDIX: Q

CATALOGING AND INVENTORYING
INSTRUCTIONAL MATERIALS
IN
UTAH SCHOOLS
(Title II ESEA, et.al.)

Revised
January 1967

UTAH STATE BOARD OF EDUCATION
Office of the State Superintendent
of Public Instruction
Instructional Media Division
Dr. LeRoy R. Lindeman - Administrator
Salt Lake City, Utah
1967

Elsie Dee Adams
Library Specialist

Jack Gillespie
Audiovisual Specialist

Dan Keeler
ETV Specialist

INTRODUCTION

This handbook is designed to assist in the cataloging and inventorying of instructional materials purchased with Title II ESEA and other funds. With the emphasis being placed on the development of Instructional Media Centers in Utah Schools, the increased funds becoming available through Federal and State legislation, and the necessity of properly inventorying all materials purchased with Federal funds, the need for such a handbook has never been greater. While the procedures contained herein are not required, it is recommended that they be followed as closely as possible. The information indicated must be available in order to qualify for Title II funds whether or not this system is followed.

Appreciation is expressed to the following persons who materially assisted in the formation of this handbook:

Don Hess
Library Supervisor
Granite School District

Ray Warner
Curriculum Director
Provo School District

Cleo P. Heavener, Librarian
Franklin Elementary School
Provo School District

Bernice F. Pond, Librarian
Grandview Elementary School
Provo School District

Noel K. Hatch, Librarian
Joaquin Elementary School
Provo School District

Lois Menzies, Librarian
Maeser Elementary School
Provo School District

Jane Vance, Librarian
Farrer Junior High School
Provo School District

Cleone S. Boshard, Librarian
Farrer Junior High School
Provo School District

LuWana K. Edwards, Librarian
Provost Elementary School
Provo School District

Vera M. Nielsen, Librarian
Rock Canyon Elementary School
Provo School District

Mary W. Jackson, Librarian
Sunset View Elementary School
Provo School District

Barbara Rasmussen
Wasatch Elementary School
Provo School District

Lyda Van Leuven, Librarian
Timpanogos Elementary School
Provo School District

Margaret Mitchell, Former Librarian
Dixon Jr. High School
Provo School District (Deceased)

Etta Jones, Librarian
Provo High School
Provo School District

Lorie H. Brooks, Librarian
Provo High School
Provo School District

ACCESSION RECORDS

Accessing is NOT recommended. Accession records only duplicate and multiply work. Information usually kept in accession records is incorporated in the recommended shelf list card which has been designed for use on data processing equipment or manually.

TITLE II ESEA IDENTIFICATION

All materials purchased from Title II ESEA funds must be so marked. It is recommended that each Instructional Materials Center choose some consistent method for marking these materials. Whatever system is selected, be uniform. Mark all books in the same place, all filmstrips in the same location, etc.

The following methods for labeling have been found to be satisfactory:

Books, magazines, other printed material - stamp

Filmstrips, records, film cartridges - tape labeler

The shelf list card must also be so marked. If you use the recommended data processing card provided through the office of the State Superintendent of Public Instruction, this information will be in the appropriate place (See Shelf List Card). If you do not use the recommended card, place "Title II ESEA" in the upper right hand corner of the old style shelf card.

CARD CATALOG

Every Instructional Media Center (IMC) should provide a card catalog for patrons listing all materials available in the Center.

Type of Cards

Shelf list and subject cards should be prepared on all materials. Author and title cards may also be prepared when applicable. Shelf list cards will be used for inventory purposes and will not be included in the patron's catalog. All other cards (subject, author and title) should be in the catalog.

Card Arrangement

File cards alphabetically. Interfile subject, author and title cards. Do NOT separate cards by kind of material (i.e. filmstrips, fiction books, etc.) All cards on a subject should be located under that subject regardless of the kind of material. Identification as to the kind of material will be made on the cards. If you desire more identification, color code by purchasing cards with or placing a colored band across the top of the card.

Color Coding

Color coding of cards is optional. If you decide to color code, the following colors are recommended:

Red - Filmstrips & Slides
Green - Records
Orange - Audio Tape recordings
Gray - Motion pictures (8mm & 16mm)
Purple - Models, mockups & realia
Blue - Pictures & picture sets
Brown - Overhead transparencies
White - Printed materials (Books, etc.)
Yellow - Video Tape recordings
Black - Equipment

CATALOGING PROCEDURES

Use of Data Processing Techniques

Data processing techniques can provide for the storage of information and its efficient retrieval beyond the capabilities of any manual system. In addition these techniques can provide for more efficient inventory control and can tie several media centers together making available not only the resources in one school, but all resources within a district or within the state to any patron.

The first step towards a program of this type is the development of a source document. In Utah's plan this will be a data processing card (Form IM 901) which is designed to replace the old style shelf list card. It will provide all the information now contained on the "3 x 5" shelf list card and other needed data as well. In addition it will materially facilitate the inventorying process and can immediately provide access to additional information not otherwise economically available.

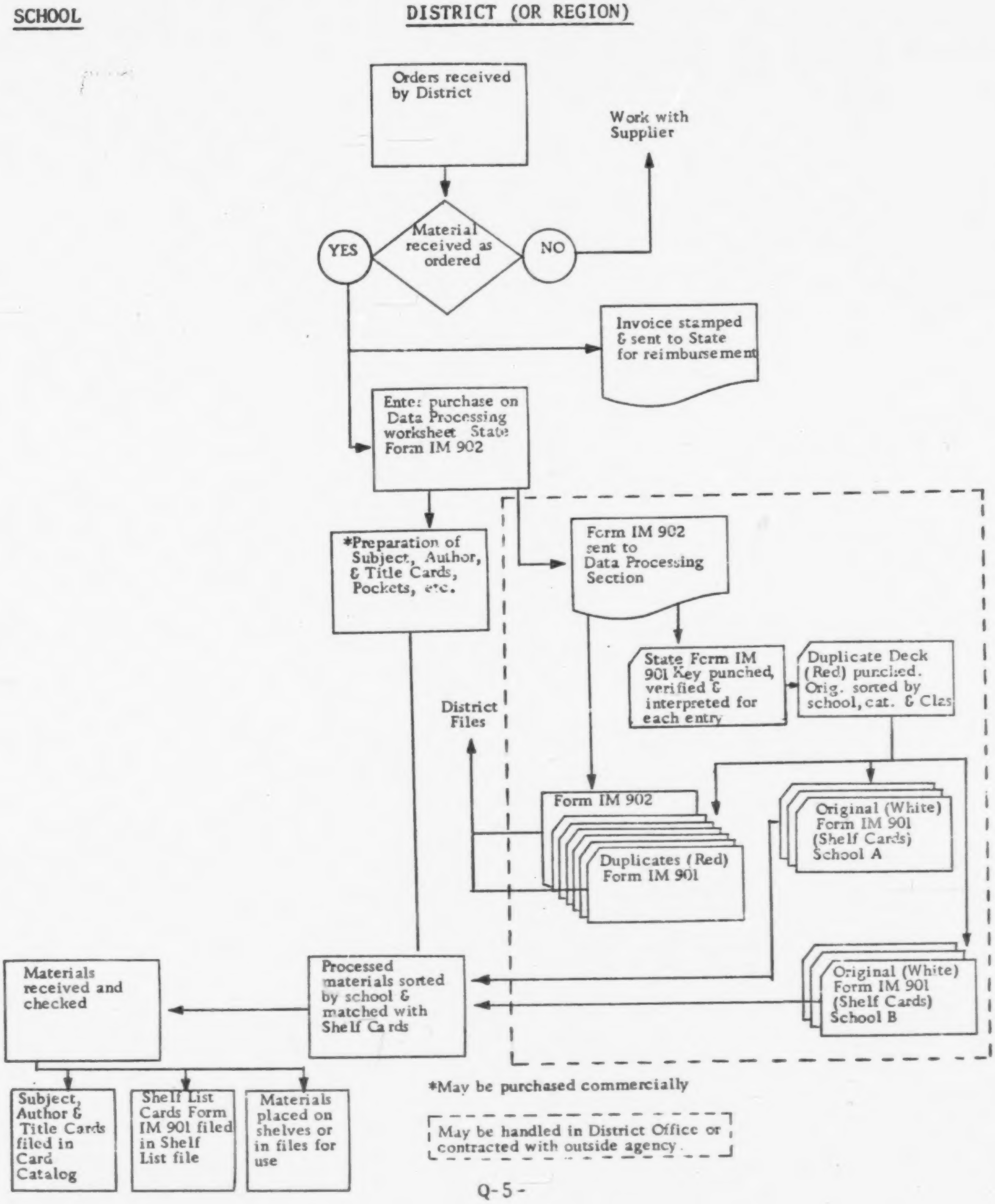
In order to assist schools and districts in implementing this new card formate, funds are available under Title II of ESEA for this purpose. See the current "Guidelines" for Title II ESEA for specific amounts. Districts utilizing this new card in place of the old style shelf card are eligible for these funds.

Who Should Catalog

It is recommended that cataloging not be done in each school. Duplication of effort, reduction of errors, and greater efficiency can be better accomplished if this semi-professional task is handled on a district or regional basis. The Flow Chart on page 5 outlines a recommended procedure for cataloging and processing instructional materials. The use of professional certificated media personnel (librarians and coordinators) to personally catalog materials seems to be an unwise and uneconomical practice which should be discontinued as soon as possible.

FLOW CHART

CATALOGING & PROCESSING PROCEDURE


SCHOOL
DISTRICT (OR REGION)
Orders received by District
Material received as ordered
YES
NO
Work with Supplier
Invoice stamped & sent to State for reimbursement
Enter purchase on Data Processing worksheet State Form IM 902
*Preparation of Subject, Author, & Title Cards, Pockets, etc.
Form IM 902 sent to Data Processing Section
State Form IM 901 Key punched, verified & interpreted for each entry
Duplicate Deck (Red) punched. Orig. sorted by school, cat. & Clas
District Files
Form IM 902
Duplicates (Red) Form IM 901
Original (White) Form IM 901 (Shelf Cards) School A
Original (White) Form IM 901 (Shelf Cards) School B
Processed materials sorted by school & matched with Shelf Cards
Materials received and checked
Subject, Author & Title Cards filed in Card Catalog
Shelf List Cards Form IM 901 filed in Shelf List file
Materials placed on shelves or in files for use
May be handled in District Office or contracted with outside agency

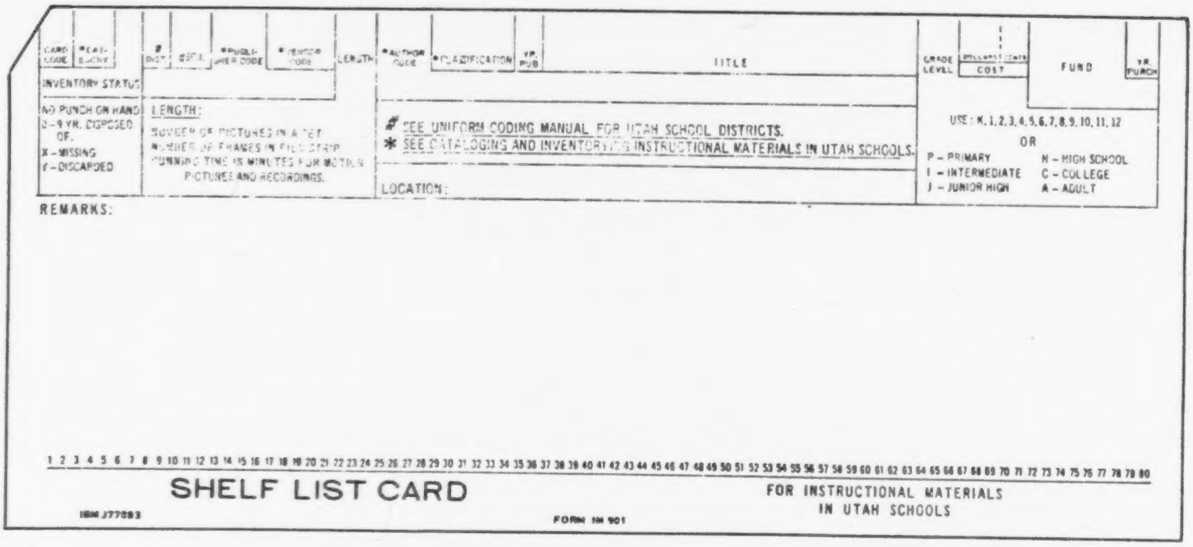
*May be purchased commercially

CATALOGING PROCEDURES

Card Format

Shelf List Card

It is recommended that all schools begin using this card immediately for all new acquisitions and replace their current shelf list cards for prior acquisition as time permits. This card will be the official inventory card for all instructional materials purchased from Title II ESEA and other funds. It should be kept in a separate file and will not be part of the patron's card catalog. This card is available from the Finance Division, Office of the State Superintendent of Public Instruction, Salt Lake City, Utah. Ask for Form IM 901.



CARD CODE | *CATEGORY | # DIST. | # SCH. | *PUBLISHER CODE | *VENDOR CODE | LENGTH | *AUTHOR CODE | *CLASSIFICATION | YR. PUB | TITLE | GRADE LEVEL | DOLLARS | CENTS | COST | FUND | YR. PURCH

INVENTORY STATUS

NO PUNCH ON HAND
0 – 9 YR. DISPOSED OF.
X – MISSING
Y – DISCARDED

LENGTH:
NUMBER OF PICTURES IN A SET
NUMBER OF FRAMES IN FILMSTRIP
RUNNING TIME IN MINUTES FOR MOTION PICTURES AND RECORDINGS.

# SEE UNIFORM CODING MANUAL FOR UTAH SCHOOL DISTRICTS.
* SEE CATALOGING AND INVENTORYING INSTRUCTIONAL MATERIALS IN UTAH SCHOOLS.

LOCATION:

USE: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
OR
P – PRIMARY
I – INTERMEDIATE
J – JUNIOR HIGH
H – HIGH SCHOOL
C – COLLEGE
A – ADULT

REMARKS:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

SHELF LIST CARD

FOR INSTRUCTIONAL MATERIALS
IN UTAH SCHOOLS

IBM J77083

FORM IM 901

This shelf list card will be prepared on data processing equipment in the district office or by some other agency with whom they contract for these services. A charge of approximately 5¢ for the production of two cards (original white and a duplicate red of Form IM 901) appears to be a reasonable charge for this service (Jan. 1967).

District catalogers will not prepare this card. Rather they will complete the Form IM 902 "Worksheet for Shelf List Card" (see page 8). This form should be typed and will be used as the source document from which the shelf list card will be prepared. (see Flow Chart page 5) Accuracy is extremely important.

The following information is provided for your assistance in filling out this form.

1. Use a separate line for each item (individual, set, collection) to be cataloged. District catalogers should determine whether a set (of pictures or any other items) will be cataloged as individual items (pictures, etc.) or as a set. If they are to be circulated as a set they should be cataloged as a set. If they are to be circulated as individual items they should be cataloged as individual items.

2. Columns 1 - 2 Card Code - Do not place any figures in the Card Code columns. This space is for use of the data processing personnel.

3. Columns 3 - 5 Category

Categorize each item according to the following code:
Place this three diget code in the category column.

Library Books (Category 1)

110 - Library books, Fiction
120 - Library books, Non-fiction
130 - Library books, Professional

Periodicals and other printed materials (Category 2)

210 - Periodicals
220 - Pamphlets & Documents
230 - Musical Scores

Audiovidual Materials (Category 3)

300 - Miscellaneous AV Materials which cannot be included in the categories listed below.
310 - Motion Pictures, 16 mm
320 - Motion Pictures, 8 mm
330 - Phono Records
335 - Recorded Audio Tapes

Page No. ____

WORK SHEET FOR SHELF LIST CARD

Card Code	Category	Inventory Status	District	School	Publisher Code	Vendor Code	Length	Author Code	Classification	Year Published	TITLE	Grade Level	Dollars and Cents	Fund	Year Purchased
1-2	3-5	6-7	8-9	10-12	13-16	17-21	22-24	25-28	29-34	35-36	37-63	64-66	67-71	72-78	79-80

Form IM 902

340 - Pictures & Pictures Sets
350 - Filmstrips
352 - 2" x 2" (35 mm) slides
354 - 3 1/4" x 4" slides
360 - Overhead Transparencies
370 - Maps
375 - Globes
380 - Charts and Graphs
390 - Models and Mockups
395 - Realia
398 - Recorded Video Tapes

Textbooks (Category 4)

400 - Art
410 - Foreign Languages
421 - Literature
422 - Reading
423 - Journalism
425 - Speech
426 - Spelling
430 - Driver Education
440 - Health
445 - Physical Education
451 - General Math
452 - Consumer Math
453 - Algebra I
454 - Algebra II
455 - Geometry
456 - Trigonometry
460 - General Science
461 - Biological Sciences
465 - Physics
468 - Chemistry
471 - Agriculture
472 - Commercial
473 - Distributive Education
474 - Homemaking
477 - Industrial Arts
480 - Social Studies
481 - Geography
482 - History
483 - Economics
484 - Civics
485 - Am. Life
490 - Music
499 - Dictionaries

4.	Columns 6 - 7	Inventory Status - Do not place any mark in these columns at this time. These spaces will be utilized later when taking inventory.

No Mark indicates material is on hand
Number in column 6 indicates year missing or discarded
X in column 7 indicates the item is missing
Y in column 7 indicates the item has been discarded

5.	Columns 8 - 9	District Code - Place your District's official two diget code in these columns. See Uniform Coding Manual for Utah School Districts for district code.
6.	Columns 10 - 12	School Code - Place your school's official three diget code in these columns. See Uniform Coding Manual for Utah School Districts for school code.
7.	Columns 13 - 16	Publisher Code - Place the official Utah's publishers four diget code in these columns. See the Publishers Code Manual published by the State Superintendent of Public Instruction, Instructional Media Division for proper code.
8.	Columns 17 - 21	Vendor Code - Place the official Utah's Vendors five diget code in these columns. See the Vendors Code manual published by the State Superintendent of Public Instruction, Instructional Media Division for proper code
9.	Columns 22 - 24	Length - Place the number of frames for filmstrips; the number of pictures, slides, etc., in a set; or the running time in minutes for motion pictures or recorded materials in these columns.
10.	Columns 25 - 28	Author Code - Place the first letter of authors last name plus the three numerical figures in the three figure Cutter - Sanborn Author table in these columns. The Cutter - Sanborn Three Figure Author Table is available from (Colorado News, 1245-9th Street, Denver, Colorado.) Cost at time of publication was $7.75. Always use three digets following the letter. If the C-S table provides only two, add a zero to the left, (i.e. C 47 would be C 047).

11.	Columns 29 - 34	Classification - Place assigned six diget call number for materials in these columns. See cataloging procedure for specific materials in establishing this number.
12.	Columns 35 - 36	Year Published - Place the last two digets of year published in these columns. If no publication date can be located place no figures in these columns.
13.	Columns 37 - 63	Title - Place the title in these columns. Abbreviate if necessary by leaving out vowels. Catalog numbers may be added to titles if space permits. Twenty-seven (27) places only are available including spaces.
14.	Columns 64 - 66	Grade Level - Using the following symbols, place the level at which the materials will most likely be used, is suited for, etc. in the first place (64). Place the second most appropriate level in the second place (65) and the third most appropriate level in the third place (66). If it is appropriate only on one level, place the symbol for that level in each of the three spaces provided.

Symbols:

N = Nursery or pre-Kindergarten
P = Primary (K-3)
I = Intermediate (4-6)
J = Junior High (7-9)
H = High School (10-12)
C = College
A = Adult

Examples:

NPI	For use primarily in Nursery or pre-Kindergarten with some use in Primary grades and some in Intermediate grades.
JJJ	Suitable for use on Junior High School level only.

15. Columns 67 - 71 Purchase Cost - Place the actual cost of the item here if known. If actual cost not readily available, place retail price in these spaces. Use both Dollars and Cents.

16. Columns 72 - 78 Fund Code - Indicate the fund from which it was purchased. Use the following codes:

Fund Code	Fund	State or Federal
100 09 12	Economic Opportunity Act-Title II	(Federal)
100 09 14	Research and Experimentation	53-7-4 U.C.A. 1953
509 09 15	Small Schools Improvement Project	(Ford Foundation)
503 09 19	Uniform School Fund	ART.X-3 53-7, 1 to 13 U.C.A. & Chap. 175 Sec. 16
100 09 32	Vocational Education Allocations	Chap. 175 Item 94
100 09 33	Vocational Pilot Study	Chap. 175 Item 94
100 09 37	Man Power Development (State)	Chap. 175 Item 126
506 09 41	Smith-Hughes Fund	(Federal)
517 09 42	Title III George Barden Fund	(Federal)
518 09 43	George Barden Fund	(Federal)
520 09 44	Practical Nurse Training Fund	(Federal)
516 09 45	Vocational Education Act of 1963	(Federal)
527 09 46	Man Power Development Fund	(Federal)
310 09 50	School Lunch Fund	53-8-1 U.C.A. 1953
514 09 52	Federal School Milk Program	
515 09 53	Federal School Lunch Fund	
100 09 60	School Building Aid	Chap. 94 Sec. 2
559 09 62	Continuing School Building Fund	53-11-33 U.C.A. 1953
521 09 72	Driver Education Fund	
100 09 81	National Defense Education (Title III (State)	Chap. 175 Item 130
100 09 82	National Defense Education Title V	Chap. 175 Item 130
560 09 86	National Defense Alloc. Title III	(Federal)
100 09 90	Elem. Second. Education Title I	(Federal)
100 09 91	Elem. Secondary Education Title II	(Federal)
000 00 00	Gifts (PTA, Class Funds, Donations, etc.	(Private)

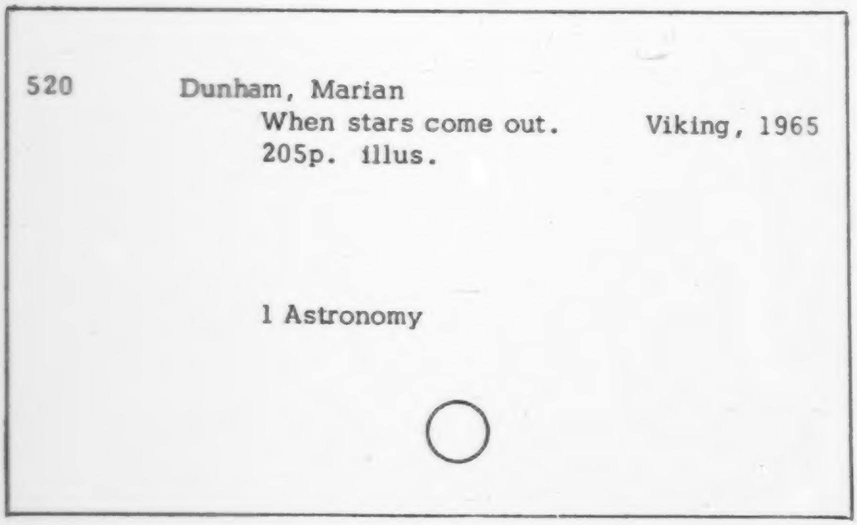
17. Column 79 - 80 Year Purchased - Indicate the fiscal year purchased. Use the last two digets of the calendar year in which the school year ends. i.e. for 1965-66 use 66.

Space is provided for writing in location of material. This would be added in pencil by hand as materials were dispensed and changed when appropriate. No entry would indicate it is in school Instructional Materials Center.

Additional space has been provided under "Remarks" for any information which the local IM Coordinator desires to note.

Author Cards

Author cards should be prepared on all books, but only as needed on other materials. Usual cataloging procedures will be followed. Sample format is illustrated below.



520 Dunham, Marian
When stars come out. Viking, 1965
205p. illus.

1 Astronomy

Title Cards

Generally title cards should be prepared on books but only as needed on other materials. Usual cataloging procedures should be followed. Sample format is illustrated below.

520 When stars come out.
Dunham, Marian

Subject Cards

Subject cards should be prepared on all materials in the IM Center. Usual cataloging procedures will be followed. Sample format is illustrated below:

520 ASTRONOMY
Dunham, Marian
When stars come out. Viking, 1965
205p. illus.

Books

Process books by regular cataloging procedures. Prepare Shelf, Author, Title and Subject cards. Use Dewey's Decimal Classification and Relative Index for the classification of non-fiction. Choose subject headings from Sears List of Subject Headings. Use author card for main entry.

520 Dunham, Marian
When stars come out. Viking, 1965
205p. illus.

1 Astronomy

○

Main entry
for
books

Periodicals and Other Printed Materials

Periodicals

Make a simple entry card for periodicals. Indicate copies in Center. See illustration below:

Boy's Life

Library has:

1964
1965
1966

Main entry for periodicals

Pamphlets and Documents

Make shelf, subject and title cards. Use author cards only if needed. Enter by subject. Use Sears List of Subject Headings.

First line of call number is "Pamphlet". Number pamphlets numerically as received.

Pamphlet LABOR AND LABORING CLASSES
1 Jackson, George
Machinery in modern industry

Main entry for pamphlets & documents

Musical Scores

Make shelf and subject cards. Use author and title cards only if needed. Enter by subject. Use Sears List of Subject Headings.

First line of call number is "Musical Score". Use numerical location system for call number.

Musical Score 873	FAIRY TALES Gruenberg, Louis Jack and the beanstalk, a fairy opera by John Erskine; music by Louis Gruenberg.

Main entry
for
musical score

Audio-Visual Materials

Non-fiction library books are classified using the Dewey Decimal System. By utilizing this system all books on the same subject are shelved in the same location. Thus a person can easily browse and readily examine all materials on a particular subject. The very nature of audiovisual materials discourages browsing. Most of these materials require some equipment for viewing or listening. The physical shape of audiovisual materials also prohibits their being shelved in the same fashion as books. Therefore, the Dewey Decimal System is NOT recommended for cataloging audiovisual materials.

A simple numerical system, applicable to all audiovisual materials, is outlined as follows and is recommended. Each position on a shelf, in a drawer, or on a rack is numbered, beginning with the number 1 for each type of material. Materials are then assigned the call number corresponding with the number of the location they will occupy. When an item is permanently withdrawn, another new item will take its place.

Motion Pictures

Enter by subject. Use Sears List of Subject Headings.

Include information on catalog cards such as: title, size of film, sound or silent, (cartridge, if so mounted) color or black and white, producer, and description.

Use a location number. Place "Motion Picture" above the digits if 16mm and "Cartridge Motion Picture" if in cartridge.

Motion RABBITS
Picture Encyclopedia Britannica Films
47 Adventure of bunny rabbit.
11 min. 16mm sound color

Dramatizes the adventures of mother rabbit and her family in their natural environment and explains rabbit's general habits and characteristics.

Main entry
for
motion picture

Cartridge ART
Motion International Film Foundation
Picture Using potters wheel.
223 3 min. 8mm cartridge silent color

Shows how to use a potters wheel in making vases.

Main entry
for
cartridge motion
picture

Special racks are available for storing 16mm films. These are recommended. Number each slot consecutively beginning with "MP 1".

Single concept 8mm films in cartridges store well on regular library shelving. Number consecutively beginning with "CMP-1".

Records

Enter by subject. Use Sears List of Subject Headings.

Include information on catalog cards such as: title, size, speed, monaural or stereophonic, artist, length and description. If it accompanies a filmstrip, make a notation so indicating.

If name of author is important make an added entry for him (her).

Number records by location on shelf.

Record AMERICAN POETRY
71 Poe, Edgar Allan
Basil Rathbone reads Edgar Allan Poe
Columbia Records
2s 12 in. 33.3 rpm monaural 17 minutes

Contents: the raven.-Annabelee.- Eldorado.- the masque of the red death.-the black cat.- alone.- the city in the sea.

1 Authors, American I Poe, Edgar Allan
II Reader: Rathbone, Basil

Main entry
for
record

Record AMERICAN POETRY
71 Poe, Edgar Allan
Basil Rathbone reads Edgar Allan Poe
Columbia Records
(Accompanies filmstrip of same title)
2s 12 in. 33.3 rpm monaural 17 minutes

Contents: the raven.- Annabelee.- Eldorado. the masque of the red death.- the black cat.- alone.- the city in the sea.

1 Authors, American I Poe, Edgar Allan
II Reader: Rathbone, Basil

Main entry
when record
accompanies
filmstrip

Store records vertically on shelves or in file drawers. Number them numerically beginning with "Record 1".

Recorded Tape

Enter by subject. Use Sears List of Subject Headings.

Include on the catalog cards information such as the following: title, producer, length, speed, number of tracks, monaural or stereophonic, and description.

If the author is important make an added entry for him (her).

If it accompanies a filmstrip, so indicate.

Number the tapes by location on shelf.

Place "Tape" above the digits.

Tape PETS
569 Audiorecords

Care for pets. 8 min.

3 3/4 IPS Dual track Monaural

A dramatization of a family who has just obtained a dog for a pet. Discussion by children and parents on how to care for the dog.

○

Main entry for tapes

It is recommended that recorded tapes be stored vertically on shelves. It is also recommended that they be kept on either 5" or 7" reels. You may wish to standardize on one size of reel (7") and place all recorded programs, regardless of length, on this size reel.

Number the first tape on the first shelf "Tape 1". Number the next tape "Tape 2", etc. As one shelf is filled go right on to the next shelf using the next numerical number.

Pictures

Enter by subject. Use Sears List of Subject Headings.

Prepare subject and shelf cards.

If the name of the artist is important make an added entry for him (her).

Number the pictures when mounted. Use a number indicating its location. Place "Picture" above the digits.

Indicate size of picture and whether color or black and white.

Laminate if finances and quality of picture permit; if not, mount on mounting board using a color which will not distract from the picture. Dry mounting is recommended.

Have margin larger on the bottom of the mounted picture than on the sides and top. A good proportion for margins is one inch on left, right and top, and one and one-fourth inches on the bottom.

Pictures may be kept and circulated in sets. If you decide to circulate these in sets, give the set a single number, indicate on the cards that it is a set, and include the number of pictures in the set.

It is recommended that pictures be stored vertically in file drawers. Give the first picture in the drawer call number "Picture 1". Number the next picture or set "Picture 2", etc., until the drawer is sufficiently full. Then go to the next drawer and begin with the next number.

SAMPLE - Single Picture

```
Picture          UTAH - HISTORY
1781      Jenson, Mark
                 Pioneers building a log cabin.
                 Color    11" x 14"



                 1. Jenson, Mark
```

Use subject headings for main entry for pictures

Have tracing only if artist is famous or if other subject areas are desirable

Picture 1781 Jenson, Mark
Pioneers building a log cabin.
Color 11" x 14"

Added entry for pictures.

Make this card only if artist is famous.

SAMPLE - Set

Picture 476 UTAH-HISTORY
Smith, William
Early Salt Lake Scenes. Set of five
pictures. Black and white 11" x 14"

1. Main Street in 1800
2. Early Department Store
3. Endowment House
4. Temple under construction
5. Lion House

Filmstrips

Enter by subject. Use Sears List of Subject Headings.

Include information on the catalog cards such as the following: title, producer, color or black and white, sound or silent, script, record or tape, description of the filmstrip.

Number filmstrips by location. Do not keep filmstrips in sets. File separately by individual filmstrip.

Filmstrip STORAGE BATTERIES
324 Encyclopedia Britannica Films
Storage battery.
38 frames silent-no script color

Illustrates the principal of storage batteries.

Main entry
for
filmstrip

Filmstrip STORAGE BATTERIES
97 Encyclopedia Britannica Films
Storage battery.
38 frames sound
(Record of same title) black & white

Illustrates the principal of storage batteries.

Main entry
when it has
accompanying
record or tape

Cabinets made specially for holding filmstrips are readily available. These are recommended for storing filmstrips. Label each space chronologically in the cabinet beginning with number "1". When one cabinet is filled continue into a second. Continue labeling each slot numerically beginning with the number following the last one labeled in the first cabinet.

If a record accompanies the filmstrip, file it separately in the record area. Be sure to tie them together by referring to the record on the filmstrip cards and to the filmstrip on the record cards.

Slides

Enter by subject. Use Sears List of Subject Headings.

Information included on the catalog cards is as follows: producer, size, color or black and white, and description.

Number by location. Place "Slide" or Slide Set" above the digits.

If a set indicate the number of slides in the set. Use the number of the first slide only to identify the set. May also need to indicate whether sound or silent.

Slide BULLETIN BOARDS
3104 Local production. 1966
2" x 2" color

Bulletin board prepared by McKinley Jr. High School, 9th grade science class. Shows the life cycle of an ant.

1 Ants

Main entry
for
single slide

Special cabinets are available for storing slides. These cabinets permit ready access to every slide. Number the first slot "Slide 1" and continue numbering each following location numerically.

Overhead Transparencies

Enter by subject. Use Sears List of Subject Headings.

Include information on cards such as: size, color or black and white, and description.

Use a location number. Place "Over Trans" above the digits.

Over FROGS
Trans Denoyer - Geppert
134517 Anatomy of frog
8" x 10" color

base cell: outline of frog
first overlay: skeletal system
second overlay: digestive system
third overlay: circulatory system
fourth overlay: respiratory system

Main entry
for
overhead
transparencies

Transparencies should be stored vertically. Regular filing cabinets will suffice. Number the first transparency "OT 1" and number each additional transparency consecutively until the drawer is about 80% full. Then move to the second drawer continuing to number consecutively.

Maps and Globes

Enter by location rather than by Dewey. Because the storage of these media differ greatly, adapt procedures to fit your local situation.

Charts & Graphs

Enter by subject. Use Sears List of Subject Headings.

Include information on cards such as: size, color or black and white, and description.

Use a location number. Place "Chart" above the digits.

Chart TEETH
1 Smith, Carl
Detailed chart of teeth.

Denoyer-Geppert, 1966
24 x 36 in. colored illus.

Shows external and internal views of good teeth. Shows tooth decay.

Main entry
for
charts

Charts and graphs will probably be rolled and stored in tubes. It is recommended that each tube be numbered consecutively beginning with number 1. The location of the tube should be numbered correspondingly. Some type of special shelving will need to be developed for storing these tubes.

Models & Mockups

Enter by subject. Use Sears List of Subject Headings.

Include information on cards such as: size and description. Use location number. Place "Model" above the digits.

NOTE: These items are not currently available from Title II ESEA funds.

Model
12

FLOWERS
What are the parts of a flower?

Enterprise West, 1966
14 x 12 x 20 in. colored illus.

Basic parts of a flower are enlarged.

○

Microfiche and Microfilm

Enter microfiche or microfilm, except for call number, as if in original form.

Use a location number for call number. Place "Microfiche" or "Microfilm" above the digits.

These items are relatively new and no additional recommendations are being made at this time.

Microfilm
25

EAR
Bindrup, Joan
Parts of the ear . . . . . .Society

Visual Education 1966
20fr. color

○

Realia Items

Enter by subject. Use Sears List of Subject Headings.

Include information on card describing item and giving its approximate size. If it is a kit, list the contents.

Use a location number. Place "Realia" above the digits.

Realia HAWKS
21 Mounted red tailed hawk.
20 in. long

Realia items will require special storage. It is recommended that each Instructional Materials Center design its own storage and number each space. The number of each space would become the call number.

Recorded Video Tape

Enter by subject. Use Sears List of Subject Headings.

Include information on card such as: title, size of tape, color or black and white, producer, and description.

Use a location number. Place "Video Tape" above the digits.

Video Tape BIRDS
49 Birds of Utah
1" Video Tape, color
Utah Historical Society, 19[illegible]4

Describes the major birds of Utah, including the Robin, Meadowlark, Bluebird, Sparrow and Blackbird.

○

Video tapes should be stored vertically on shelves. Number them sequentially beginning with number 1. Each space should be so numbered and the material occupying that space will have that call number.

Textbooks

Textbooks to be used in the classroom need only shelf list cards. Subject, author, and title cards will not be prepared nor will they be entered in the card catalog.

A separate shelf list card should be prepared on each separate text. Assign call number (classification) by numbering each set (#1,2,3, etc.) within each sub-category (400-Art, 410-Foreign language, etc.). Then number each copy. Categories will be in columns 3-5. The call number will be in columns 29-34. Use three digits for set number and three digits for copy number.

i.e. 011-053 means: Set 11 copy number 53.

Every text purchased with Title II ESEA funds must be so marked. Place stamp in same location as for library books.

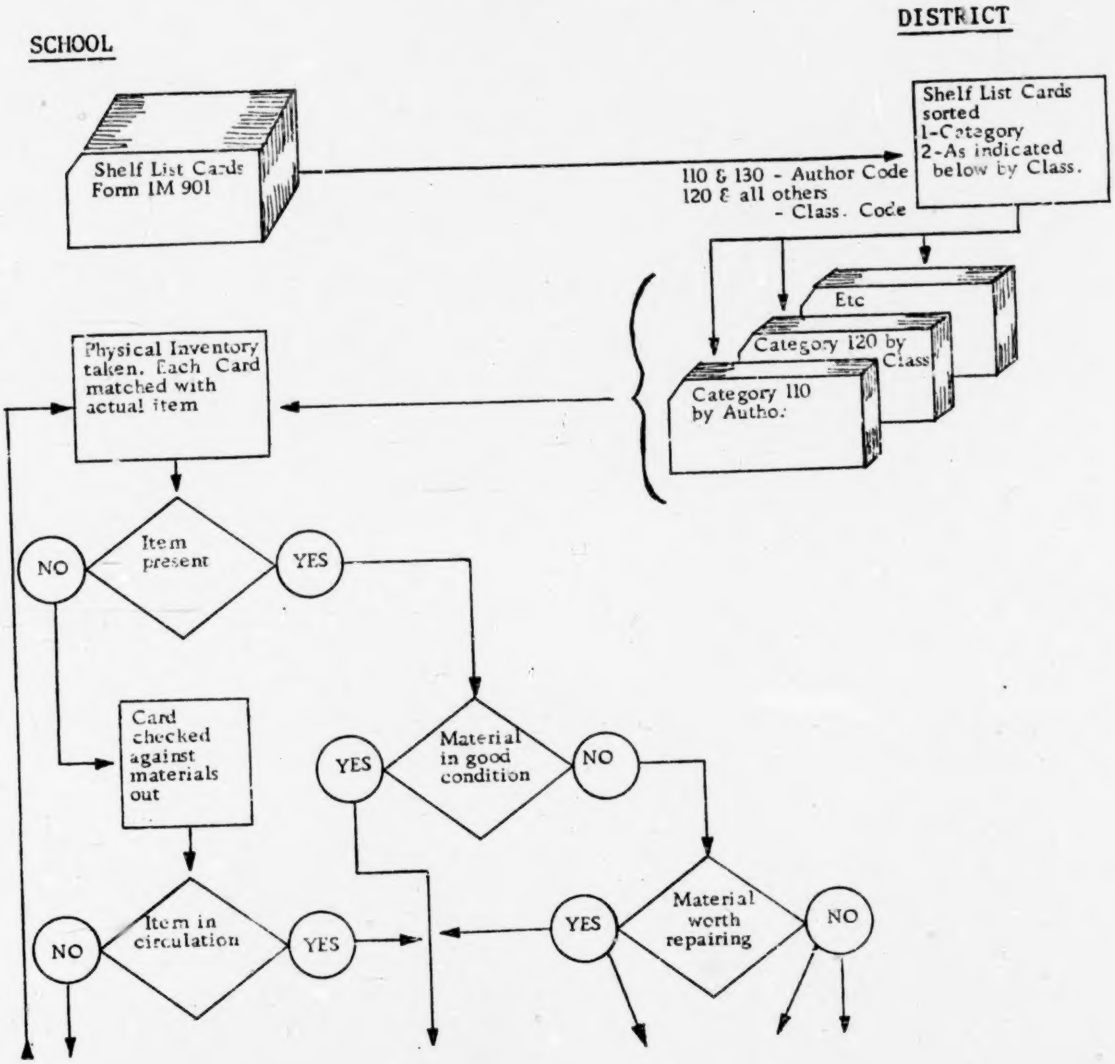
INVENTORYING

Frequency

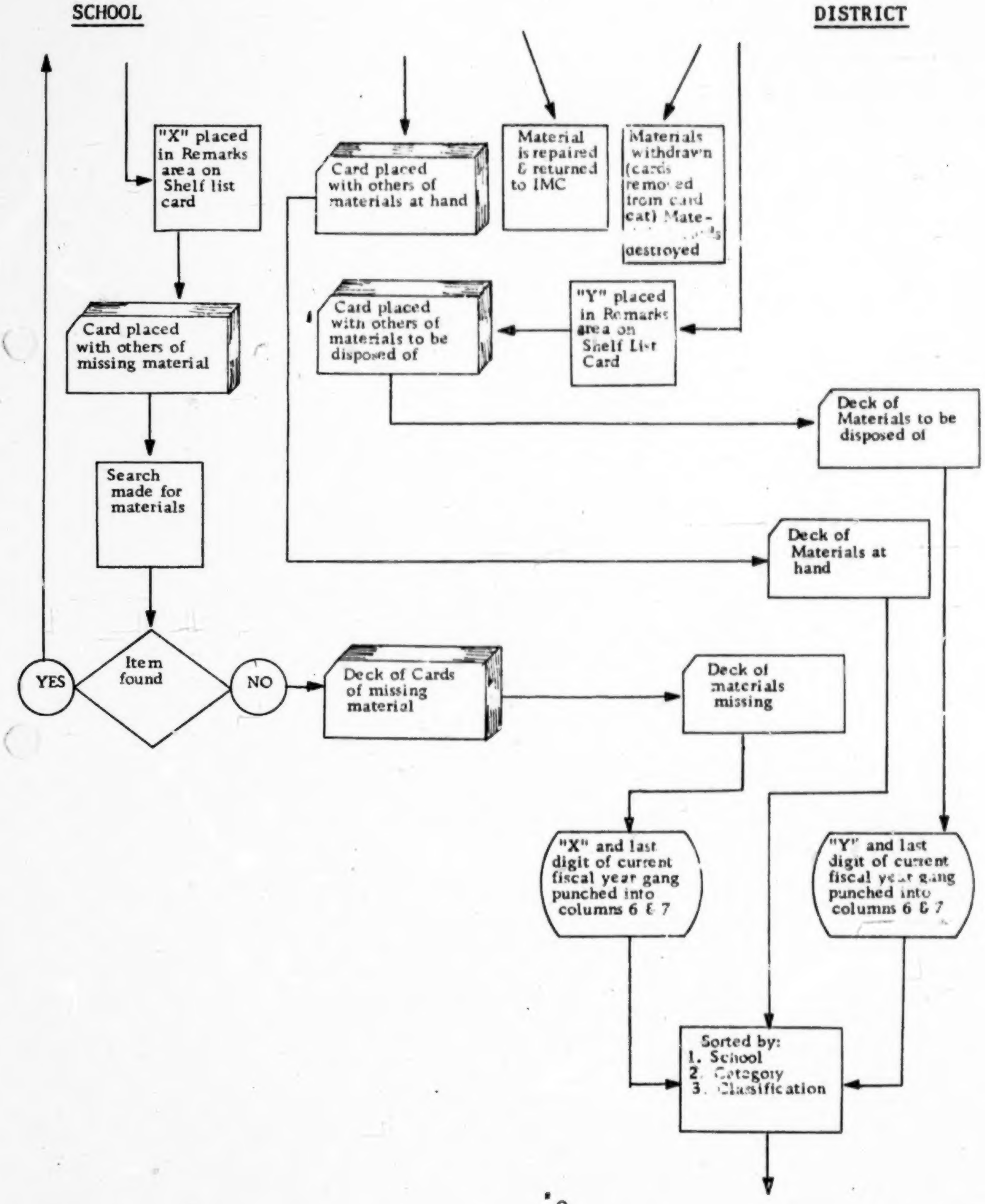
A physical inventory should be made annually. It is recommended that this inventory be made in June of each year, however, in districts where media personnel are not employed beyond the school year, it should be made in May.

Method

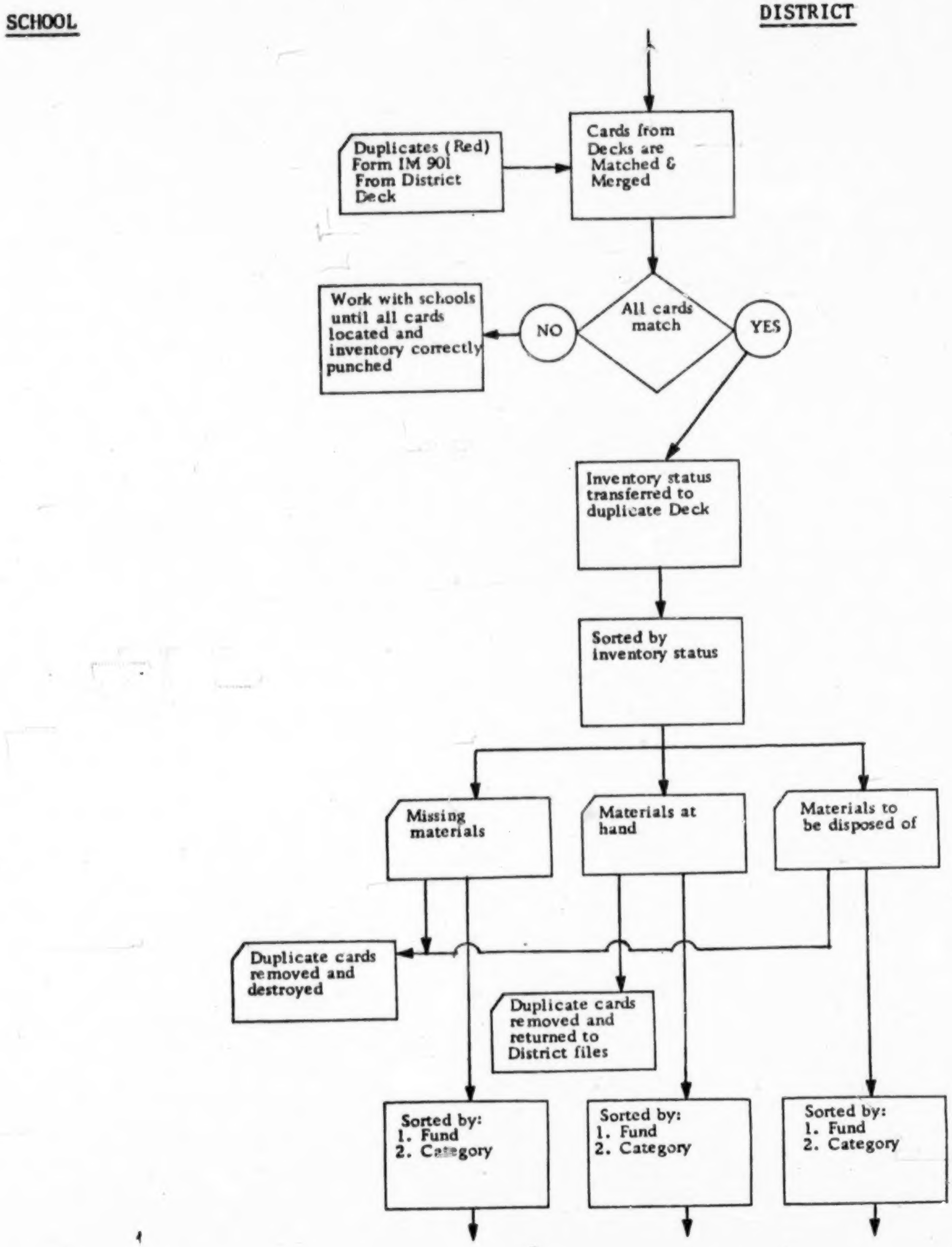
FLOW CHART
INVENTORY PROCEDURE


SCHOOL
DISTRICT
Shelf List Cards Form IM 901
110 & 130 - Author Code
120 & all others - Class. Code
Shelf List Cards sorted
1-Category
2-As indicated below by Class.
Etc
Category 120 by Class
Category 110 by Author
Physical Inventory taken. Each Card matched with actual item
Item present
NO
YES
Card checked against materials out
Material in good condition
YES
NO
Item in circulation
NO
YES
Material worth repairing
YES
NO

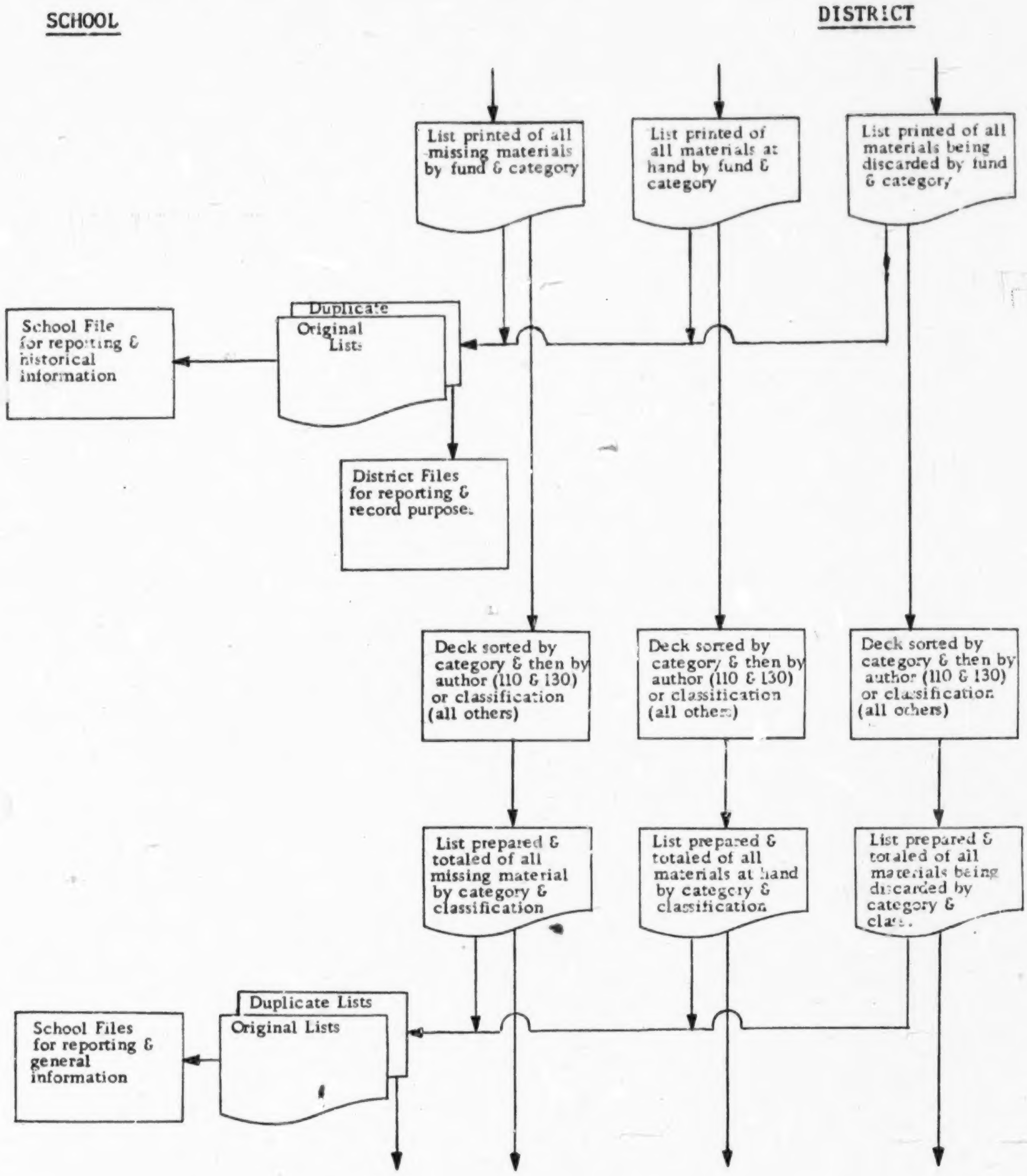
FLOW CHART
INVENTORY PROCEDURE
(Cont'd)


SCHOOL
DISTRICT
"X" placed in Remarks area on Shelf list card
Card placed with others of missing material
Search made for materials
Item found
YES
NO
Card placed with others of materials at hand
Material is repaired & returned to IMC
Materials withdrawn (cards removed from card cat) Mate- [illegible] destroyed
Card placed with others of materials to be disposed of
"Y" placed in Remarks area on Shelf List Card
Deck of Materials to be disposed of
Deck of Materials at hand
Deck of Cards of missing material
Deck of materials missing
"X" and last digit of current fiscal year gang punched into columns 6 & 7
"Y" and last digit of current fiscal year gang punched into columns 6 & 7
Sorted by:
1. School
2. Category
3. Classification

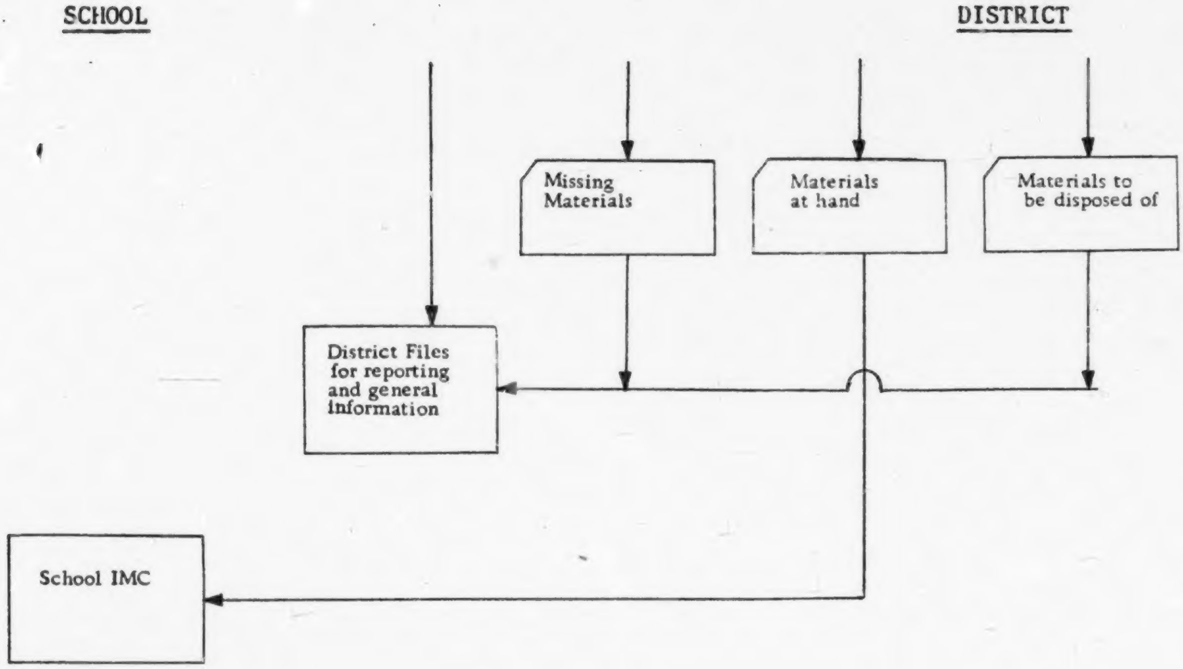
FLOW CHART
INVENTORY PROCEDURE
(Cont'd)


SCHOOL
DISTRICT
Duplicates (Red) Form IM 901 From District Deck
Cards from Decks are Matched & Merged
Work with schools until all cards located and inventory correctly punched
NO
All cards match
YES
Inventory status transferred to duplicate Deck
Sorted by inventory status
Missing materials
Materials at hand
Materials to be disposed of
Duplicate cards removed and destroyed
Duplicate cards removed and returned to District files
Sorted by: 1. Fund 2. Category
Sorted by: 1. Fund 2. Category
Sorted by: 1. Fund 2. Category

FLOW CHART
INVENTORY PROCEDURE
(Cont'd)


SCHOOL
DISTRICT
List printed of all missing materials by fund & category
List printed of all materials at hand by fund & category
List printed of all materials being discarded by fund & category
Duplicate
Original Lists
School File for reporting & historical information
District Files for reporting & record purposes
Deck sorted by category & then by author (110 & 130) or classification (all others)
Deck sorted by category & then by author (110 & 130) or classification (all others)
Deck sorted by category & then by author (110 & 130) or classification (all others)
List prepared & totaled of all missing material by category & classification
List prepared & totaled of all materials at hand by category & classification
List prepared & totaled of all materials being discarded by category & class.
Duplicate Lists
Original Lists
School Files for reporting & general information

FLOW CHART
INVENTORY PROCEDURE
(Cont'd)


SCHOOL
DISTRICT
Missing Materials
Materials at hand
Materials to be disposed of
District Files for reporting and general information
School IMC

Reporting

Annually, the office of the State Superintendent of Public Instruction will furnish the local districts and schools with forms for summarizing the annual inventory and reporting other information necessary for evaluating Title II ESEA and other programs. The detailed lists should be maintained by the local school and/or district and only the summary reported to the State Office. If the above inventorying method is used, all statistics dealing with materials will be easily and readily available.

INDEX

NOTE: Because this handbook is designed to offer a thorough grounding in the educational significance and function of the school library, the school librarian will find it rewarding to read it from cover to cover. This index identifies only major topics; therefore, knowledge of the contents can best be built by thoughtful reading of the manual itself.

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